REPORT RESUMES

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A CHANCE FOR A CHANGE, NEW SCHOOL PROGRAMS FOR THE DISADVANTAGED.

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A CHANCE FOR A CHANGE:
New School Programs for the Disadvantaged

Elementary and Secondary Education Act of 1965 / Title I

U.S. Department of
Health, Education, and Welfare
John W. Gardner, Secretary

Office of Education
Harold Howe II, Commissioner

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FOREWORD

Title I of the Elementary and Secondary Education Act of 1965 creates a new front in the war on poverty. It has channeled almost $1 billion into local school systems to combat the educational deprivation of disadvantaged youngsters whose specific needs have not been fulfilled by their regular school programs. It supports programs to strengthen quality education, to provide remedial instruction, to develop curriculum, to expand supplementary services . . . . In essence, to improve educational opportunities for those youngsters who need much more than their school systems have been able, financially or educationally, to provide.

The problem of educational deprivation is the responsibility of the community, the State, and the Nation. With Title I funds school people are now "looking and doing." They are reaching into the urban ghetto schools, the one-room wooden schoolhouses in Appalachia, the adobe schools of the Southwest—the schools that harbor the economically, culturally, and educationally disadvantaged children.

This report unfolds the Title I story, illustrating how local school systems across the country are utilizing their allocations imaginatively and effectively to develop special programs for disadvantaged children. The Title I projects described typify the thousands now operating throughout the United States. They depict the concerted efforts of local, State, and national educators to meet the pressing educational needs of millions of disadvantaged school children.

Appreciation is expressed to the State Title I coordinators, school superintendents, teachers, and others whose time, effort, and assistance in arranging visits and interviews were invaluable to the Office's Bureau of Elementary and Secondary Education in gathering material for this publication. Special thanks go also to the many Title I children whose classes were interrupted during those visits.

Harold Howe II
U.S. Commissioner of Education

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INTRODUCTION

On April 11, 1965, the challenge went forth. It echoed across the Nation into the large metropolitan school districts and the rural one-school systems. American educators now had the opportunity to realize many long-held dreams for their youngsters.

The opportunity was the Elementary and Secondary Education Act. The difficult challenge was to turn this money into promising practices that would "... improve the education of young Americans."

Public Law 89–10 outlined a five-pronged effort toward achieving this goal. It set aside funds to meet the special educational needs of children of low-income families, to improve school libraries, to set up supplementary educational centers and services, to conduct research and training, and to strengthen State departments of education.

The principal thrust of the law, Title I, authorized more than $1 billion for the children of the poor—all too often the problem children of the Nation's schools. They are the students who are two, three, or even four grades behind. They are the dropouts. They are the draft rejectees who are functional illiterates. They are the juvenile delinquents. They become the unemployed.

Here then was the real challenge: how to end this sad waste?

Special Features of Title I

Title I has several aspects unique in legislation affecting education. This program recognizes the close correlation between economic deprivation and educational retardation and, therefore, is directed to the needs of poverty children. It provides funds for special programs for students from the first through the twelfth grade, as well as programs for pre-school youngsters and special services for dropouts. Title I places few limitations on the types of programs which may be developed for these students and permits local educators to devise methods for solving their particular problems.

Title I also supports programs for the physically and mentally handicapped through grants to many schools systems that have long recognized the need for special classes for these pupils, but have been limited in resources. Another special feature of this legislation is the provision for including private school students. This law recognizes that the burdens of the poor create the same educational failures in parochial schools as they do in public schools.

Title I projects now underway across the country use a large variety of approaches. They range from new kindergarten classes to evening counseling sessions for dropouts. They provide a gamut of new services, not only to meet the instructional needs of these children, but also to correct long neglected health problems. Educators who serve children in the low-income areas of the country now realize that a major reason their youngsters do not succeed in school is a lack of proper food and clothing. They have learned, primarily through the successes of the Office of Economic Opportunity's Head Start programs, of the necessity for special enrichment, cultural, and recreational activities to help fill the vacuum in their students' lives. Their new programs also are being geared to overcome the social and emotional inadequacies that are partially responsible for the failure of these youngsters.

Several new trends are apparent among projects now in progress. Educators are stressing remedial reading programs as a top priority need. To make these programs operative and to give students individualized attention, they are utilizing teacher aides and home-school counselors. To meet the challenge, regular school hours have been extended; many classrooms are now remaining open long after the last bell rings. This summer, as well, promises to be one of the most active the Nation's schools have ever experienced.

Although programs solely for the construction of school facilities and for teacher training are generally not within the intent of the Act, funds may support such activities if they are essential to the success of an instructional program. Funds are also set aside for pilot projects to identify needs, to determine means for meeting them, and to test new methods and skills. In some cases, two or more local school districts carry out a single project, which is an especially practical technique where systems have limited amounts of money.

Because this legislation is expected to have significant and far-reaching effects on American education, a great deal of emphasis is placed on evaluation. The law specifies that Title I programs should be evaluated at least annually and that significant information derived from such programs should be disseminated. It creates a National Advisory Council on the Education of Disadvantaged Children, appointed by the President, to review the effectiveness of this title and to make legislative recommendations. The Council presented its first annual report to the President on March 31. In addition to the Council's review, programs funded under Title I are also reviewed and evaluated by the U.S. Office of Education, by the States, and by the local educational agencies. The results of these evaluations will be a crucial factor in determining the future of Title I legislation.

Implementation

The implementation of Title I programs requires Federal, State, and local cooperation. The burden of responsibility, however, rests heavily on the shoulders of local educators. They must identify the educationally deprived and their special needs, design and propose projects which will meet these needs, and, following State approval of the projects, put their programs into effect.

Title I funds are used not only for new programs, but also for expanding and improving existing programs which benefit the educationally deprived. As required by the Act, school administrators must develop Title I projects in cooperation with community action agencies.

The State educational agencies have the responsibility for approving projects proposed by the local agencies, while the U.S. Office of Education must make an overall review and coordinate the program at the national level. Some States have provided the local agencies with guidelines and consultant services to apply Government regulations and to develop projects. To facilitate implementation of the program within the letter and spirit of the law, the staff of the U.S. Office of Education has met with and advised State and local officials and has distributed guidelines and informational materials.

Title I projects are as varied as the needs of the children they serve. Some consist of a single activity; others encompass several activities and constitute an entire program. The number of children participating in a single project may be four . . . or several thousand. Similarly, budgets range from a few hundred dollars to several million.

This is how local school people are meeting the April challenge and how they are taking this opportunity to embark on new programs which will give disadvantaged students a chance for change—a chance to reach their educational potential. They are choosing a variety of ways, each selected according to the special needs of the community.

NEW APPROACHES TO OLD PROBLEMS

Arizona, Indiana, California, Iowa, New Mexico

These are a few of the innovative uses of Title I funds through which school officials across the nation are attempting to solve their diverse education problems.

Pairing college students on a one-to-one basis with first graders in Tucson, Arizona . . .

Training mentally retarded teenagers in a Bloomington, Indiana, work-study project so they may continue in a meaningful school curriculum and, at the same time, qualify for promised jobs in the community . . .

Providing a special course of study for the 100 to 200 children of migrant Mexican-American families that arrive each spring in Wasco, California . . .

Offering a new physical education program to Greencastle, Indiana, educationally deprived children, including the provision of necessary gym clothing and shoes to youngsters who can not afford them . . .

Hiring a child development specialist to work closely with the parents of 70 youngsters scheduled to attend Woodward-Granger, Iowa, kindergarten classes next fall . . .

Purchasing a four-wheel-drive bus in Pecos, New Mexico, so that school-age residents of an almost inaccessible and poverty-stricken mountain village may be transported down narrow winding roads each day to attend classes . . .

Using Neighborhood Youth Corps high-schoolers in an East Chicago, Indiana, Title I project to serve as "liaison agents" between the home and the school . . .

Double Benefits

Approximately 200 education majors from the University of Arizona arrive each week in public school busses at elementary schools in TUCSON'S District #1, where 50 percent of the families earn less than $2,000 a year. Eagerly, each joins the one youngster assigned to him, and for one mutually beneficial hour the pair are deeply engrossed in an activity of their choosing. Some spend their time in quiet conversation and others go for short walks in the neighborhood. Some of the college students read to their first grade "buddies." The young adults are enrolled in an educational psychology course at the university and have been trained to ask questions and elicit responses which sustain interest, promote further reaction, and stimulate linguistic effort. These university students are setting quite a successful record; since the project began five months ago, not one has cut a session. And how do the first graders like the idea? It's the highlight of their week!

Work-Study Project

Twenty-seven mentally retarded tenth and eleventh graders in BLOOMINGTON, Indiana, are spending the first year of a Title I project in a specially designed curriculum that emphasizes basic academic skills and, at the same time, acquaints them with occupations and the vocational skills and attitudes necessary for successful functioning in the community. Toward the end of this school year, some students will start various part-time jobs which both public and private concerns have promised to make available. Additional emphasis is being placed on equip-

ping these youngsters (usually the students most likely to leave school before graduating) with favorable attitudes toward: family life, marriage, and child rearing; the value of work; the individual's place and responsibility in society regarding voting and other civic duties; participation in communty activities and respect for community property; and the importance of education.

By the second year, school officials expect that all students will be ready to start work in the community on a part-time basis. Through half-day sessions in school, they will continue to develop their social and vocational skills and receive vocational counseling. Their third year will be devoted almost entirely to full-time work in the community, with individual counseling and group meetings scheduled at the school. A staff member will function as liaison between the student's employer and the school in order to check the progress and adjustment of each youngster.

Children of Migrant Families

At harvest time in California, numerous agricultural communities are faced with another kind of problem involving the educationally disadvantaged. Children of migrant families are enrolled in local schools while their parents work in the fields and orchards. Because of increased class sizes, teachers have been unable to give these children the extra help they need. School officials in WASCO believe that they are now solving this problem. Commenting that "most of these youngsters are hampered by language disabilities, educational retardation, and poor experience backgrounds," school officials have used Title I funds to ready special classes for children of migrant families. Three teachers and three teacher aides of Mexican descent are conducting the program. The class work is designed to improve the children's oral communication skills in English, to give them enriching experiences, and to provide remedial instruction.

Outfits for Physical Education Classes

GREENCASTLE, Indiana, school officials have implemented a variety of projects for their educationally deprived students. One involves physical education classes for almost 200 fourth, fifth, and sixth graders. The financial problems that parents would face in outfitting their children for these new classes were thoughtfully anticipated, and Title I funds have been used to purchase gym shoes and clothing for those who could not afford them. Greencastle school people realize the educational values inherent in good physical education classes. They cite the opportunities for social and emotional development, plus the development of positive attitudes that result from good performance in games and sports. Accordingly, this program was designated as third in a priority of the most pressing educational needs.

Home Start

WOODWARD-GRANGER Community School District, a 658-student system located 15 miles north of Des Moines, has hired a special teacher to give small group instruction to mothers whose four and five-year-olds are eligible to enter kindergarten next September. Titled "Home Start," the program allows the school to "extend its influence into the more formative years of the child's life." The teacher—experienced in various fields including social work — will instruct mothers on variety of topics such as discipline, nutrition, and activities related to school readiness and behavior patterns. These mothers also will have the opportunity to discuss some of their own problems and will profit from the experiences and knowledge of other parents participating in the program.

"Rather than take the child from the home to strengthen his educational foundation," school officials say, "Home Start is attempting to leave this responsibility in the home. By strengthening the home educationally, all of the children within the family benefit, and the parents have the satisfaction of being a vital part of this process." Individual as well as group contacts are made to enable the school specialist to discover the particular needs of each family.

The program also provides a means for early identification and correction of any speech and hearing defects which the children may have. During visits to the home, the teacher is able to talk with the child and, thus, detect any problems which might hinder his future performance in school.

A one-week screening session will be held in the spring for all children eligible for kindergarten classes next fall. During this time, all the youngsters will be carefully observed in order to eliminate those considered too immature to profit from the pre-school program.

"Home Start is a method of providing a new and vital bond between the home and the school," Woodward-Granger school personnel conclude. "As this bond develops further, the remedial needs within the school should be greatly lessened."

School Bus

"Small, isolated, multiple-class, one-room schools are antiquated, obsolete, and cannot meet the needs of today's children," declare school officials in PECOS, New Mexico. They point out, too, that " . . . the roads leading in and out of some [Pecos] communities are almost impassable." Handicapped because of limited local funds, school people have been trying for years to overcome these difficulties and to implement long range plans for closing all one-room schools and bussing their youngsters to a centrally located school.

Title I funds have helped to turn these plans into action. A portion of the Pecos grant will be used to purchase a four-wheel-drive school bus which will transport educationally disadvantaged children to a well-equipped, well-staffed school. Administrators anticipate that the children will benefit from attending classes with students from different backgrounds and from new educational experiences in a large school.

Neighborhood Youth Corps and Home-School Project

As part of a comprehensive Title I program in EAST CHICAGO, Indiana, school officials are utilizing the services of Neighborhood Youth Corps (NYC) high school students in a home-school project. They consider this a "unique approach to the pervading problem of reaching and involving parents." NYC youngsters are assigned to counselors and then visit the parents of younger students in order to establish an effective contact between the homes in deprived neighborhoods and the schools. School officials expect that an "additional wholesome outcome of this project" will be the growth of the NYC students. They should attain self-fulfillment and develop an increased sense of individual responsibility, including an awareness of civic duty.

East Chicago's overall attack on educational deprivation includes cultural field trips, elementary guidance, speech therapy, extension of library services, and remedial reading and arithmetic classes. □

A GOOD START—KINDERGARTEN

Whitepine School District, Idaho

For thousands of small school systems across the country a kindergarten program is just a dream. In general, only the larger and often more prosperous districts have been able to afford these valuable programs, which enable first graders to start their formal schooling already adjusted to the demands of the classroom.

Prior to the passage of the Elementary and Secondary Education Act, only one school system in Idaho had been able to start kindergarten classes. Now Title I funds have turned the dreams of another—a small, 515-student district in the northern part of the State—into a reality. The 449-square mile Whitepine School District, which includes the towns of Troy, Deary, and Bovill, has instituted Idaho's second kindergarten program.

With little more than $8 thousand in Title I funds and the board of education's wholehearted encouragement and approval, the Whitepine school officials launched two classes for 40 youngsters in low-income areas where most families make a marginal living from stump farming. One teacher was hired to conduct both classes. At Troy High School, a former nursing station and janitor's store-room were converted into a bright 30′ by 40′ classroom for 15 pre-schoolers. Fifteen miles to the northeast at Deary High School, a small classroom was renovated, and a second kindergarten for 25 children was formed.

Though the Title I funds covered most of the expenses of remodeling, hiring the teacher, transporting the five-year-olds, and acquiring the necessary instructional materials, this program would not have been possible without the use of local funds and the enthusiastic support of the community. Much of that support was demonstrated by the many hours of human effort devoted to launching the program.

Because of limited funds, some compromises had to be made. One teacher was hired to conduct both parts of the program—Troy's class in the morning and Deary's in the afternoon. Since the cost of transporting all the youngsters within a 14-mile radius both to and from school was prohibitive, the school bus makes only two trips, one in the morning to take the Troy children to class and the other in the afternoon to take the Deary youngsters home. Therefore, parents must provide one-way transportation for their children each day. Car pools have helped to alleviate this problem. Although lunches are not served, the youngsters do get milk and graham crackers midway through their 2½ hour class.

Planning for the new program actually began in August. School personnel took advantage of an active Parent-Teacher Association to help them identify needy youngsters. After renovations had been completed, parents were invited to register their five-year-olds. At that time, the new kindergarten teacher discussed the planned program with the enthusiastic parents and gave them a five-page booklet entitled Whitepine Kindergarten Keynotes. This fact-filled pamphlet told the parents what was expected of them during the school year and explained some of the new things their children would be experiencing during the coming months.

The County public health nurse, whose services are available to all the school children, discussed health problems with the parents during the registration period and since then has examined and treated several pre-school children who needed immediate attention. For most parents, this program represents their first contact with Whitepine school personnel and an opportunity for professional advice.

Among the suggestions which the booklet gives the mothers and fathers are the following, simply written so all can understand, yet immeasurably valuable:

> *Do you have a time when you share books and sing songs with your child? When you look at pictures together, do you talk about them? When shopping, allow him to help lift and carry cans from shelves . . . Find some easy jobs at home for your boy or girl, picking up newspapers, emptying wastebaskets, drying dishes, putting away toys. It makes him feel more a part of the home and develops a sense of responsibility . . . Help the child to learn to relax; to use an inside (soft) and an outside voice; to share; to grow in self-dependence (tying his own shoes, etc.); establish good toilet habits . . . If a child is troublesome, think in terms of what causes him to act as he does, rather than [in terms of] punishment . . . Praise the commendable and constructively criticize the non-commendable.*

School officials are confident that this new experience, both enjoyable and rewarding, will have far-reaching effects, not only for the pre-schoolers and their parents, but also for their educationally disadvantaged older brothers and sisters who have been seriously hampered in the past by parental ignorance of the educational process. □

THE MAJOR EMPHASIS: READING

Detroit, Michigan

How to make all their "Johnnys" better readers has long been a prime concern of Detroit, Michigan, schoolmen, and their work has placed the Detroit school system among the Nation's leaders in this area. But today, with additional fuel in the form of Title I funds, they have intensified their multi-faceted attack on this problem in the inner-city schools.

Faced with the alarming fact that nearly half the students in schools in deprived areas need remedial reading assistance, school officials have implemented a $1.5 million Title I program in an attempt to overcome the reading problems of these youngsters. Included in the program are: establishment of communication skills centers for students in grades 4 through 12; a pilot project for preschoolers with symbolic language problems;* and a reading demonstration program for first graders in inner-city schools.

Specific objectives of this program are:

to extend diagnostic services to a large number of students who are severely retarded in reading;

to provide thorough remedial instruction in reading and related communication skills;

to provide counseling and psychological,

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* A symbolic language problem is usually an inability to identify objects with language symbols because of lack of experience, environmental deprivation, or lack of opportunities to use oral and written language.

psychiatric and medical services for pupils whose reading problems require such services;
to strengthen the reading programs in participating schools through liaison with the centers;
to gain additional knowledge about the effectiveness of various methods and materials in the remediation of reading deficiencies;
to develop new skills for maximizing the effectiveness of personnel giving special services;
to increase the number of pupils who complete high school and enhance their employability.

Communication Skills Centers

Approximately 2,700 youngsters—about one out of five of these from non-public schools—in grades 4 through 12 are now receiving help at three communication skills centers located in low-income attendance areas. Each center is composed of two sub-centers, one to service elementary and junior high school students, the other for secondary school students. Class size is limited to 15 students. Each sub-center includes a learning laboratory, complete with up-to-date equipment and 15 listening stations. A special unit devoted to the study of language retardation is housed in one of the sub-centers. There, school personnel will conduct language therapy, including both receptive and expressive forms of concrete language.

"An intensive comprehensive program for the diagnosis and treatment of reading and other language problems for disadvantaged children and youth is a critical educational need in Detroit," administrators comment. They feel confident that these communication skills centers will be an effective extension of effort to meet the need.

The director of the overall program is responsible for the sub-centers, each of which has an impressive staff of specialists and auxiliary personnel. A senior teacher heads each sub-center, and six remedial teachers conduct the classwork. A social therapist (trained counselor), a stenographer, and a community aide constitute the remaining staff. In addition to the services of a reading and language consultant, those of various medical specialists also are available to each center on a contractual basis.

Pilot Project for Pre-Schoolers

An important aspect of the Detroit communication skills program, and one that undoubtedly will attract national interest among educators, is the language retardation unit for 10 pre-schoolers which has been set up in one of the sub-centers. This project, established on a small-scale, exploratory basis with Title I funds, provides the facilities, trained specialists, and equipment to expose five pre-schoolers in the morning and five in the afternoon to intensive language therapy. This program differs from the school system's special education program in several respects: only pre-school children with symbolic language problems may participate; youngsters are divided into groups of two or three and receive individual attention from the two specialists on duty; pupils are exposed to an unusually intensive language stimulation program; each child is considered a long-term case study; only speech correction specialists are permitted to perform language therapy in the program; and active participation of parents is mandatory throughout the school year.

The language retardation unit is staffed by a director and two instructors. Instruction stresses the development of a concrete vocabulary, which the staff hopes will form the "nucleus for the understanding and expression of more abstract thoughts." Language therapy instruction periods are a brief 30 minutes and are alternated with other activities such as language-oriented play therapy.

Staff members will administer a variety of tests during the year. The results of these tests, plus careful analysis of tape-recorded samples of the children's speech, will permit a sound, objective evaluation of the year's work. Detroit speech and language specialists hope that the published results of their project will spark further investigation on a large scale.

Reading Demonstration and Research

Another important front in the city's battle against reading retardation, made possible with approximately $160 thousand in Title I funds, is the school district's basic reading demonstration and research project. More than 2,200 first graders and about 70 teachers are involved. Five different methods of teaching basic reading—two sound-symbol approaches and three controlled vocabulary methods—are being used in fifteen elementary schools. Students taught by the traditional Ginn basic reader method in three other schools will serve as a control group.

Students participating in these classes also receive additional supplies and materials and consultant services. Teacher aides are employed, and teachers participate in workshops and receive in-service training. Time is provided for teachers to plan and evaluate classes and to visit other schools. Library centers are located at six of the 18 schools.

* * *

In-depth evaluation of each of the six reading programs, plus the results of standardized tests which are comprehensible to all youngsters involved, will provide Detroit's educators with definitive evidence concerning the effectiveness of the techniques. □

BREAKING THE LANGUAGE BARRIER

Tuba City, Fort Defiance, Kayenta and Sells, Arizona

American Indian youngsters throughout the Southwest are learning a second language: English. In a massive new effort, teaching English as a foreign language is a major Title I program of numerous school districts throughout this part of the country where Indians comprise a major portion of the low-income groups.

Communications Center, Tuba City

Indian children, predominantly Navajo with some Hopi, in the elementary schools of Tuba City, Arizona, constitute approximately 90 percent of the total elementary school enrollment. School officials note that the "majority of the Indian children test from one to two years below their grade level and in the lower 15th percentile." They add that this gap is widened as the students advance into high school.

In an attempt to prepare the most educationally deprived Indian children for their regular academic program, Tuba City's elementary and secondary school officials are coordinating a program to teach nearly 900 Indian children how to speak, read, and write the English language.

The focal point of this program is a communications center staffed by special teachers. There, six- to thirteen-year-old children listen to special tapes, respond orally, and watch visual presentations in a newly installed language laboratory. This training is supplemented by classroom work so that each day's session in the language laboratory is reinforced by what is learned in class. Enlarged classrooms house special equipment and an increased staff of two teachers and one aide.

In a high school program very similar to the elementary school program, teachers concentrate on correct pronunciation, grammatical sequences, intonational forms, and vocabulary. Instructors at both the elementary and secondary levels are responsible for the preparation of language tapes, films, filmstrips, and other special materials.

Comprehensive Program, Fort Defiance

At Fort Defiance, Arizona, unemployment among the Navajos of the Window Rock School District stands at 70 percent. School personnel of the Fort Defiance Elementary and the Window Rock Elementary and High Schools are confident that this problem can be avoided in the future if their 1,700 Navajo school children graduate from high school. As in Tuba City, they are relying on educational specialists, audiovisual materials, and up-to-date textbooks.

Basic objectives of this Title I program include:

breaking the language barrier;
eliminating speech deficiencies;
raising academic achievement levels;
readying five-year-olds for first grade;
having sufficient audiovisual materials to properly instruct children who have known little of the world off the reservation;
introducing social and cultural assimilation;
preparing Indians who have the potential to enter college and become professionals and who may return to the reservation and inspire their people to strive for higher goals;
improving health services and offering physical fitness programs;
relieving teachers and librarians of clerical and non-professional tasks.

English as a Foreign Language, Kayenta

Based on a belief that Indian children "need to retain respect and pride in their own culture," and yet be prepared to live in the bi-cultural environment which is thrust upon them, school officials in Kayenta, Arizona, have also implemented a project of teaching English as a foreign language.

There are three basic approaches in this project: (1) developmental, which builds vocabulary, word skills, phonics and comprehension; (2) corrective, which provides specific work in reading areas in which individuals and groups are found to be weak; and (3) remedial, which seeks to bring students with ability to grade level.

The principal and teachers of Monument Valley High School consider this program a "logical attack" against the language problems of their students, some of whom are as much as four years below grade level in the field of English and reading.

Language Laboratory Center, Sells

Papago children in Arizona's Indian Oasis District are also participating in a program of learning English as a foreign language, but they have to "go to jail" for their language laboratory work. The tribal jail on the edge of the school grounds—a sturdy adobe structure renovated for a new and more constructive purpose—now houses the Language Laboratory Center.

School officials in this Sells, Arizona, district report that nearly 95 percent of their student body of more than 300 come from homes where English is not the first language and that parents of about 50 percent are unemployed. Fifty percent of the youngsters also scored below grade level in a California Achievement Test which measures English communication skills.

School officials stated that since education is primarily a verbal process, it is impossible to impart knowledge to children who do not have a command of the language. "From the beginning of the planning period," they explained, "the teachers decided that the instructional program of the Title I project must necessarily depart from the traditional." It was decided that "more of the same," no matter how skillfully taught, would not meet the specific needs of the bilingual and bicultural students.

With Title I funds, special equipment has been purchased and trained specialists hired. Major objectives of the program include: providing individual instruction; having each child see the reward of his effort by achieving some success each day in the use of language as an educational tool; changing attitudes that will result in increased confidence and classroom participation; and providing an opportunity for the regular classroom teachers to offer accelerated programs for more capable students. □

HEALTH COMES FIRST

Lepanto and Swifton, Arkansas

Dear Mr. May:
is there any way Brenda's eyes could be checked at school as we just don't have the money to do it our selves and her eyes has got to where they hurt quiet a bit she thought she was going to have to come home yesterday they was hurting so bad. so if they is some way I would sure apprechiate it
Mrs. Holt

Brenda's eyes have been checked, and she is now wearing glasses. Her eyes no longer bother her.

She and numerous other elementary grade youngsters in the delta region of northeastern Arkansas—a vast region of cotton and sharecroppers and poverty—are now participating in a new school program that is concerned not only with their educational needs, but also with their health.

Lepanto School District #14 covers a wide rural area in the delta and has a little over a thousand youngsters enrolled. More than 50 percent of these youngsters are eligible for and will gain direct benefits from improved health services and health education programs. Because this Title I project serves so many pupils, it will have vast effects on the entire school program.

For approximately 60 youngsters, it means a substantial breakfast before classes each morning and the chance to pay attention to their teacher instead of to their painfully empty stomachs. This nutritious meal, consisting of orange juice, hot cereal, toast, and milk, also will enable the children to be active instead of listless in their morning physical education classes.

In addition, the school now has a registered nurse on part-time duty each day. She gives many of the youngsters the vitamins they have needed desperately for years and has been highly successful in clearing up much of the skin disease resulting from a lack of personal cleanliness. Special health classes have, in the few months the project has been underway, already shown their value.

Distributing new clothes to the poorer children has made remarkable changes in their attitudes. Many have begun to take pride in their appearance and to acquire health habits they had never realized were necessary.

The Lepanto program is fairly typical of those throughout the State of Arkansas, where a major emphasis is on meeting the health needs of school age children. As of February, almost one-third of Title I funds for approved projects in Arkansas were for personal services, nearly one-fourth for remedial reading equipment and special education, and about one-fourth for classroom materials and equipment. Approximately 15 percent were to be spent on mobile classrooms, remodeling, and construction of new facilities.

Breakfast and Counseling, Swifton

In Swifton, Arkansas, approximately two-fifths of the school population of more than 350 pupils are from low-income families. A personal services program, funded by Title I, will benefit about 160 disadvantaged children.

The school is giving breakfast to approximately 100 of these disadvantaged children and has launched a program that will contribute all or partial help toward clothing the youngsters for winter. Eighty children, most of whom have never had their teeth checked, will receive dental services. The school identified 20 children with reading difficulties resulting from poor eyesight who will receive treatment.

Also underway in Swifton is a remedial reading program for youngsters whose need for special instruction was identified through extensive testing. For the first time, a counseling program has been established. Secondary school students will receive individual counseling; while, at the elementary school level, students will participate in individual and small group discussions under a trained and competent teacher.

Swifton school officials anticipate that their program will improve the educational attainment of educationally deprived children by meeting their most important health needs and by raising their reading level as much as three or four grades. They predict that an extensive testing program throughout the school year will prove their theory. □

CHOCOLATE
MILK

A CHALLENGE FOR DROPOUTS

Los Angeles, California; Edmonds, Washington; Minneapolis, Minnesota

By emphasizing programs for children in the primary grades, educators are optimistic that those learning weaknesses which result in dropouts can be eliminated. Optimism is high for achieving success among younger children, but what are the realistic hopes for the older youth who have not had this extra chance? What about the youngster in the tenth grade who is anxiously awaiting his 16th birthday so he can "quit school?" Or the 19-year-old already out of school for three years who is unskilled and unmotivated to find a job? Has the Elementary and Secondary Education Act come too late for him?

The following are a few of the many Title I programs now in progress for those teenagers who are among the one million youngsters who leave school each year without a high school diploma.

Guidance Centers for Dropouts, Los Angeles

The Los Angeles School System has designed a number of programs for such youngsters. One designed especially for dropouts shows promise of becoming widely accepted by other educators across the country. Guidance centers for dropouts, open four evenings a week from 6 to 9, have been established in 16 locations for the remainder of the school year and will stay open throughout the summer. These centers are located in target school areas where the system has been operating an adult education program. The Title I centers have been implemented on the basis of successful past programs where person-to-person counseling has resulted in a large number of former dropouts getting delayed diplomas.

Because these young adults need "a continuing opportunity for successful high school education," the program in the centers, coupled with the adult high school program, focuses on these specific objectives:

to provide the pupil with guidance and counseling services that will assist him in solving his problems;
to provide the pupil with an individual course of study tailored to meet his immediate and future needs;
to improve the pupil's self image;
to assist the pupil in taking advantage of the educational and vocational opportunities available through various State and Federal programs;
to involve the pupil and his parents in vocational-educational planning;
to increase the coordination of counseling services between the day high school and the adult school.

An adult-education specialist is in charge of the 16 guidance centers. Each center is staffed by two part-time counselors who will receive extensive in-service training. They will also participate in Saturday workshops and consult with experts in the guidance field.

DROP-
OUTS
DROPPE
OU
of
Business + INDUS
UN-SKILLED LABOR
UNEMPLOYMENT
POVERTY
IGNORANCE
Beat the rap - STAY IN SCHO

Evening High School, Edmonds

Edmonds, Washington, a suburb of Seattle, is using part of its Title I funds for an evening high school program for disadvantaged children. It will enable dropouts to complete a tailored high school program without paying the customary $15 to $20 tuition required for regular adult classes.

The evening high school differs greatly from the traditional adult courses offered by the Edmonds school system and features a variety of additional benefits, such as intensive counseling, remedial reading services, scheduled study time, instruction on how to study, and elective courses designed to give young adults some freedom of choice and additional opportunities to gain job skills in areas that interest them. Training in secretarial skills and the use of office machines are given special emphasis in the program, which also offers standard courses such as biology and physiology, social studies, general mathematics, business and health education. Classes for the 150 enrolled in the program are kept as small as possible. Two-hour sessions are held between 6 and 10 p.m. twice a week. Schedules are arranged so the students may take as many as four courses each term and complete the diploma requirements in a short time span. In certain cases, job experience may be counted for high school credit. School officials insist on strict attendance; the fourth absence from class results in dismissal, unless the student can justify having missed all four classes.

To start their project, the Edmonds school officials sent letters to all the system's dropouts of the past few years and their parents. Many others inquired about the program after reading accounts of it in local newspapers. Most of the students, whose eligibility

for the program was determined through interviews with a screening committee, stated that, even though they had managed to obtain work without a high school diploma, their inadequate formal education prevented their participation in company training programs. Consequently, they had been kept in low-level, low-paying jobs, and many had faced the day-to-day insecurity of possible replacement by someone with a high school education.

Three counselors are continuing the effort to get other young out-of-school adults to participate in these special classes. School officials are also making efforts to influence students in school not to drop out of their regular classes in order to attend the new evening classes.

Store-Front Junior High, Minneapolis

An experimental junior high project, radically different from the regular secondary school program, is Minneapolis' unique approach to combatting potential seventh, eighth, and ninth grade dropouts. Conducted in a store-front building in one of the city's poorest neighborhoods, the project exposes 45 youngsters to creative, individualized instruction. Educators are optimistic about the success of this approach. They believe that by conducting the project in a separate facility, the flexibility so necessary to success is possible. Creating a small unit within a larger facility," they argue, "would create problems with other students and faculty. Away from the usual educational facility, the students will be in closer touch with the realities of the vocational life of the community," and, "by placing the faculty and students in the store-front building, a more informal helping atmosphere can be accepted." Furthermore, they believe that when the students "return to a more traditional school setting or training facility, they will do so with the skills and self-assurance which will increase their chances of continued success."

An intern principal enrolled in the graduate administrative program at the University of Minnesota, five teachers, plus several teacher aides and part-time specialists staff the experimental junior high. Classes are more informal and allow for more individualized attention than those in the regular school programs. Subjects offered include remedial reading, industrial arts, mathematics, health education, home economics, science, art, social science, and language arts. Youngsters are also served by a part-time counselor. Community volunteers tutor the children and assist teachers during field trips.

The informal atmosphere and flexible schedule have produced some noticeable attitude changes among the youngsters. All the children participating in the project are assigned to a homeroom and attend physical education and typing classes at the area junior high school. The project planners felt this was necessary in order to allow the youngsters to remain a part of the regular school pattern. Activities at the area school are conducted between 8:30 and 9:30 a.m. The students then report to the store-front school where they spend the remainder of the school day.

The project is an expanded and revised model of a two-month pilot project conducted last year. Minneapolis shared the cost of last year's program with the Office of Economic Opportunity, but could not have afforded the follow-up and changes deemed necessary for this year's program. The school system contributes approximately the same amount toward the expanded program, but now shares expenses with both the Office of Economic Opportunity and the U.S. Office of Education. □

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CONFRONTING THE WORLD OF WORK

Bloomington, Indiana

If you happen to be in Bloomington, Indiana, around lunch time some day and are looking for a quiet place that features a varied menu, excellent food, and pleasant and efficient service, we recommend Dyer Junior High School's Tea Room. And, after the meal, if you are interested in shopping for sturdy and reasonably priced children's furniture, you will find exactly what you are looking for across the hall.

The luncheon and the professional looking furniture are by-products of the school system's Title I project. To keep their potential dropouts in school, Bloomington school officials have developed a curriculum that emphasizes "job-related skills and the development of desirable attitudes" in an informal atmosphere. Academic subjects are presented in terms of concrete, practical application to life and job situations.

The model project in tearoom management for 18 girls and the class in mass production techniques for 15 boys are both patterned after Evansville, Indiana, programs.

Academic curriculum is correlated with the practical aspects of daily living for both the boys and the girls. The students also receive remedial work in areas where they are deficient. A counselor serves both groups.

On field trips—an important aspect of the program—the girls visit local restaurants to view and then apply in their own tea room a variety of food service techniques, while the boys observe industrial operations.

Specific objectives of the program include:

- teaching on-the-job self-discipline;
- teaching individual responsibility for the whole job;
- developing desirable work attitudes, including the respectability and honor of working for one's living;
- training in daily hygiene;
- training in following instructions;
- training in the proper methods to seek employment.

Junior High School Tearoom

The young ladies, all of whom had fallen behind in the regular school program and had been identified by school officials as likely to quit school upon reaching the legal age, are now successfully operating the lunchroom for teachers.

Every girl receives training in various jobs pertinent to restaurant operation, and each day has an opportunity to act as either a waitress, cashier, hostess, bus girl, short order cook, salad chef, main dish cook, beverage girl, or dishwasher. Preparation of daily menus and shopping for food teach the girls financial responsibility. They are also instructed in the following areas: preparation of resumés, interviews, job opportunities, labor laws, social security, insurance, budgets, savings and checking accounts, and charge accounts. Classes in social studies, science, English, and mathematics are correlated with day-to-day problems and needs. Grooming, clothing care, laundry, and sanitation also are emphasized.

The two teachers who staff the class have noticed marked improvements in the attitudes of the girls since the program began. They feel that working closely with each of the students helps to overcome initial resistance and win their confidence.

One staff member, who considers this class the most exciting and challenging point in her 19 years of teaching. described one student who was hostile and reluctant to work in the dining room. Rapport between the girl and the teacher, however, brought out the painful fact that the student, who came to school each day in hand-me-down boots, didn't own any shoes and was ashamed to be seen in the dining area by the faculty members. The teacher's sympathy and insight, plus the purchase of a pair of shoes, solved a problem that in other circumstances might have led to further hostility and educational failure.

Mass Production Techniques for Junior High School Boys

The vocational education program for the 15 Dyer Junior High School boys also emphasizes the practical. Before Christmas, they mass-produced sets of children's tables and stools. By placing these in local retail outlets and making door-to-door visits, they sold more than 300 sets. Instructors have successfully encouraged the young men to open savings accounts with the small incentive profit made from their sales.

As in the program for the girls, job assignments are rotated to give students a variety of experience. The young men who gain proficiency in all of the jobs qualify for the position of assembly line foreman.

* * *

Bloomington school officials are certain that this Title I program is a realistic and practical approach to their problem and that their objectives are being attained. □

ENRICHING EXPERIENCE AND EVALUATING PERFORMANCE

Wichita, Kansas

Many school officials in the United States, in implementing Title I programs for educationally deprived youngsters, are taking what they consider a sure course to success. They are expanding on the practices of the New York Higher Horizons project, the Detroit Great Cities program, and their own Head Start. In the midwest, Wichita, Kansas, exemplifies how a major school system can take such an approach to learning problems in poor neighborhoods.

Wichita borrowed from the New York and Detroit projects the theory that one of the most successful ways of working with disadvantaged youngsters is in small groups. Included in their program are approximately 40 elementary and 10 junior high remedial reading classes. These special classes of six to ten students are held three times a week. Individual needs are met by giving each child the opportunity to select his own reading materials, by allowing him to progress at his own rate, and by having him record his individual experiences in writing. The latter provides a valuable exercise in writing and spelling. Specially designed visual aids and reading equipment, as well as tape recorders, head sets, and special tapes, are employed.

Wichita has also borrowed ideas from its own Head Start program: scheduling more visits to local art museums; sponsoring children's theater and concert programs; taking youngsters on combined bus and walking tours; having elementary youngsters visit nearby junior and senior high schools, universities, and businesses; and getting them out of the city to farms and riding stables.

Another facet of Wichita's enrichment program is a project which involved designing and building a trailer complete with 32 electronic pianos. This trailer, which makes the rounds of target elementary schools, is used to help third graders develop an understanding and appreciation of the fundamentals of music.

Hundreds of Wichita fifth and sixth grade youngsters enrolled in the regular school program have been awarded art scholarships for Saturday morning classes at one of the city's newest art schools. With Title I funds, this enrichment program will be extended into the summer so that hundreds of disadvantaged children may have similar experiences in the fine arts.

An attempt to attack deprivation among selected junior high students centers around an industrial arts project. Evening and Saturday classes are now underway in five elementary schools for youngsters interested in metalworking and woodworking. These classes, all on a volunteer basis, are limited in size so that each youngster receives some individual attention. School personnel have had to put youngsters on waiting lists until additional classes can be formed. The teachers continually receive notes from thankful parents and attribute remarkable changes in attitudes toward regular classwork to the informal atmosphere achieved in their evening and Saturday sessions. Regular school attendance has risen sharply in the junior high schools involved.

The proposed on-going evaluation of this intensive program takes a variety of approaches. Under the guidance of Wichita State University research consultants, school administrators will make comparisons among several control groups. Student reaction forms will solicit the youngsters' feelings about the program, their reactions to the help given them, the problems they have encountered, and the problems they have been able to overcome because of the special program. Parental attitudes toward the program will be sought in terms of how successful they think it has been with their children. Teachers will rate the students and answer questions concerning the effectiveness, advantages and disadvantages of the program; changes in student behavior and/or ability to deal with school-related assignments; and improvements they consider necessary for the success of such a program. Researchers will examine the results of these teacher reports and will also compare absenteeism in each of the control groups. All results, including those from extensive testing, will be analyzed using computers.

School personnel are optimistic that the results of this evaluation will answer certain questions that have long concerned professionals working with the educationally retarded. These include: the effectiveness of part-time teachers working in classrooms with regular teachers; the relationship of change in student behavior to particular activities or methodologies; the relationship of effective methods to particular students, conditions, and teachers; the effectiveness of the program on student reading, absenteeism, participation in school-related activities, and emotional stability; and the attitudes of students and teachers as well as the reaction of parents to the program.

The data will be collected and analyzed and presented in a report to the State Department of Public Instruction for dissemination to other school systems. Specific findings will be submitted to the Educational Research Information Center (ERIC) of the U.S. Office of Education. □

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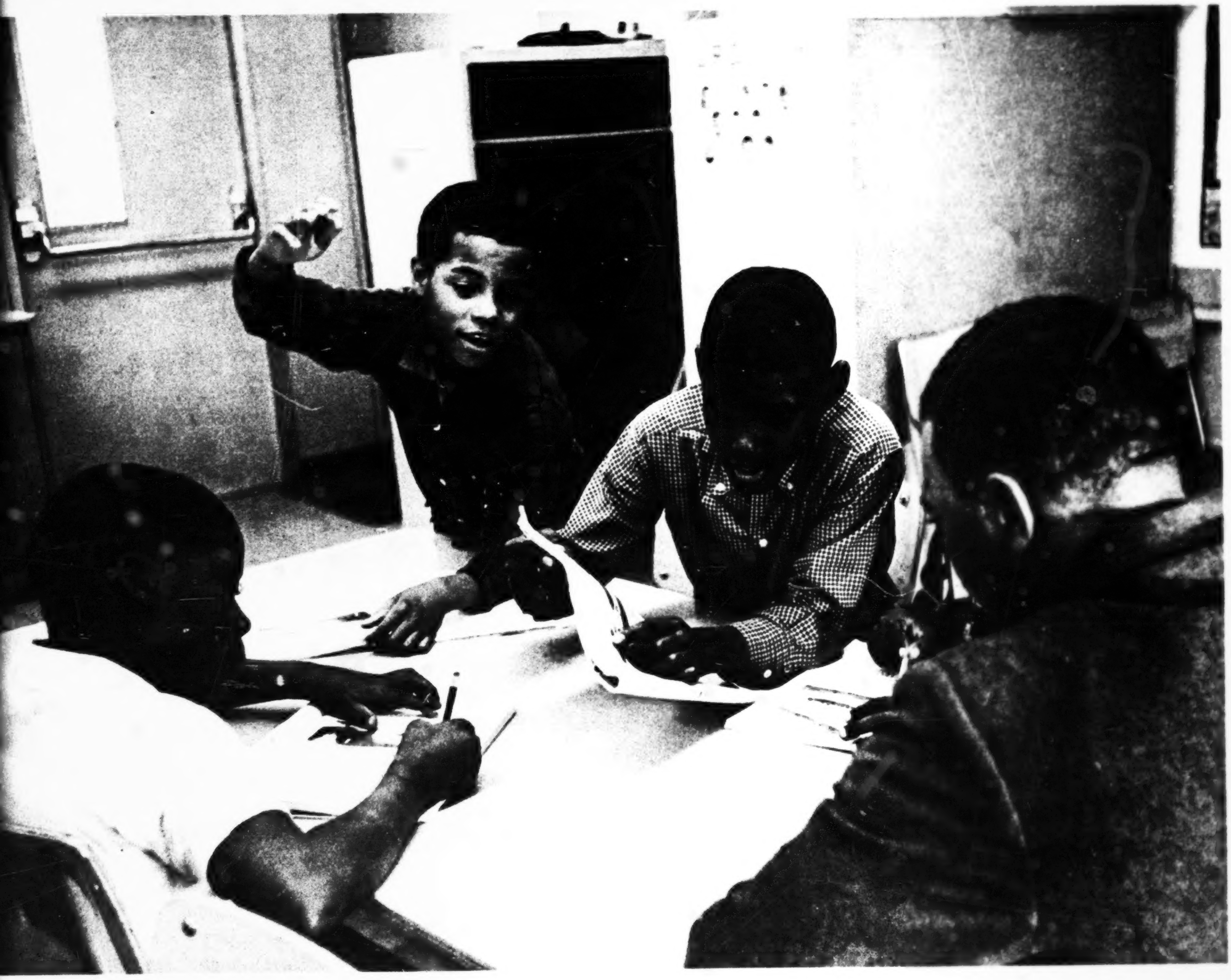


STUDY CENTERS TO REINFORCE LEARNING

Merced, California, and Tularosa, New Mexico

A curious expression where once there was apathy; the pronunciation of a single word instead of resigned silence; a raised hand replacing morose inattentiveness . . . . Educators agree that success with educationally disadvantaged children often begins with such small miracles.

School officials in at least two communities will provide the space and personnel so that miracles like these may occur among Title I children beyond the regular school day. These two communities, as well as many others across the country, are opening after-school study centers so that children from poor homes may have a place to study and catch up on their regular school work.

Tutorial and Study Center, Merced, California

Two major concerns prompted the Merced, California, school officials to open an out-of-school tutorial and study center several afternoons and evenings each week. First, the homes of children from low-income families often are not conducive to study because of lack of space and also lack of commitment to education. Secondly, individual students need assistance and guidance when they are studying.

A study center has been opened in a low-income area for children in the fifth grade and above. The center offers the youngsters quiet study space; individual or small group instruction in reading, writing, and speech; resource materials and reference books; and assistance in homework. Also provided are pre-vocational guidance and counseling periods where students can discuss freely their individual problems. In addition, the center becomes a setting in which these youngsters may further explore their interests in drama, art, music, shop, etc. Individual English language instruction is offered to non-English or poor-English speaking students.

Staff in each center consists of two teachers, a community aide, and a project administrator. The community aide explains the program to parents and provides liaison between the schools, the study center, and the community. In addition, a tutorial program—conducted by unpaid adults, high school and junior college students, and members of the Neighborhood Youth Corps and work-study programs—began after a short, intensive training period.

Evening Student Center, Tularosa, New Mexico

Tularosa, New Mexico, school officials already claim that one "miracle" has been recorded since their evening student center opened in January. Five youngsters who failed a biology test a few weeks prior to their enrollment in evening classes at the center later scored 100 percent in a similar exam.

The Tularosa program offers regular instruction in the evening at the combined junior and senior high school and at a study center on the Mescalero-Apache reservation. The school library remains open during early evening and a study hall is available for use in the afternoon. Classes in science, mathematics, social studies, and English are conducted twice a week by regular teachers, and group or individual instruction is available for students who need extra help. Attendance at the Title I center has been good.

In addition to this project, the youngsters will benefit further from three other projects in Tularosa's Title I program: expansion of the vocational education program; increased guidance services for pupils and their families; and field trips. □

A COUNSELOR TO TURN TO

Deming, New Mexico

Las Tres Hermanas Mountains pierce the New Mexico sky in Luna County with majestic indifference to the scattered poverty of the two communities at their feet—Palomas, a barren and dying village on the Mexican side of the border, and Columbus, New Mexico, a former railroad stop three miles away. Residents of these communities have been forced to turn to Deming, 30 miles to the north, for work, shopping, and education.

Some Mexican elementary school children attend classes in Columbus; secondary school youngsters attend school in Deming. The serious language barrier in Columbus schools, which are part of the Deming School District, New Mexico, coupled with the severe poverty and similar language problems in the Mexican-American dominated schools in Deming has required school administrators to turn to the Elementary and Secondary Education Act for much needed services.

Deming has developed a multi-faceted Title I program, with special emphasis on guidance for all grades, to combat problems of educational deprivation among the school district's disadvantaged children. (A Spanish-speaking teacher will give deprived Spanish-speaking youngsters a chance to catch up, for the first time, in subjects which are now presented in their first language.) As part of Deming's program, guidance services will be extended to the elementary schools, a relatively new trend in American education that is gaining impetus through the availability of Federal funds. Long recognized as vital by many educators—especially for the burdened youth of the poor—guidance is a service that, formerly, had been placed near the bottom of a long list of priorities because of limited funds.

Deming's guidance staff will now include four elementary counselors to work in four selected schools, two junior high counselors, and two senior high guidance specialists. Emphasizing child growth and development, services are concentrated in areas which enable the teacher and principal to discover the potentials and capabilities of the pupils.

Deming's guidance program has the following objectives:

to determine when the students are ready for various types of learning experiences;
to help prepare them to deal with daily problems relating to other people;
to give them the necessary experiences for making decisions;
to help young people discover their vocational, physical, educational, emotional, and social needs and to aid them in meeting those needs;
to make available to the staff helpful information obtained through contact with parents, employers, and the general community;
to encourage parent participation in helping students solve problems and develop future plans;
to help the individual develop an understanding of educational and career opportunities.

The counselors hope to meet these objectives through informal and formal, vocational, academic, and behavioral guidance services and follow-up counseling. They will also be responsible for administering tests, parent conferences, home visits, referrals to other specialists, and orientation programs to prepare youngsters for higher grades.

"The informal guidance program is a continuing one," school personnel comment, "with its foundation wherever students and teachers are placed together in a social or academic relationship. This is the type of guidance that is built on sympathetic and warm human relationships between students and teachers. Students are assisted in solving life's immediate problems as well as situations and problems that will face them in the future."

The formal guidance program is planned to meet specific, identifiable needs of individual students or groups of students at a particular time. The program will usually be conducted in guidance classes, as part of a homeroom program, in subject matter classes such as homemaking, and in one-to-one relationships with highly trained professional guidance counselors. Counselors will have two major responsibilities: to deal with individual students as their needs arise; and to establish, supervise, and give impetus to the formal classroom guidance program.

In addition to vocational and academic guidance to assist students in course program selection, the specialists will help the youngsters with their social relationships, emotional problems, and the various aspects of growing up. They comment that this is perhaps the "most challenging and difficult part of the formal and informal guidance program."

Another aspect of the guidance counselor's work is follow-up services. Deming's guidance staff will devote much attention to students who have dropped out of school. By developing an understanding relationship with them, the counselors hope to convince them that a high school education opens many doors to good-paying jobs.

Trained teachers will have the additional responsibility of working with the special problems of transient children, many of whom remain in school for only a few weeks or a few months and then move on with their job-seeking parents. In addition, throughout the entire program, counselors will work closely with welfare departments, public health personnel, and local physicians concerned with this special migrant group.

Deming's Title I allotment also is being spent on a variety of additional special projects for deprived youngsters. These include a kindergarten for pre-schoolers to eliminate the need for concentrated pre-school-level work in the first grade that often results in 13 years of schooling; a class for handicapped children of elementary school age; and other programs such as library expansion in selected schools and in-service teacher training at New Mexico State University on Saturday mornings. □

ACCENT ON FINE ARTS

Rochester, New York

Numerous families from inner-city Rochester now own original table centerpieces, the creations of their elementary school children involved in the City's Title I Art Action Centers. This is the first time that most, if not all, of the youngsters have gained satisfaction from making something entirely by themselves, watching it grow day by day. Not only have they experienced the pleasure of taking it home to be admired and displayed, but many, for the first time in their lives, have been complimented by their parents.

Emphasis on the arts and the humanities is not new to the Rochester school system. For a number of years, youngsters enrolled in the City's schools have been participating in a variety of programs which include live classical music and theater; Great Books discussions; local art and music school courses; exchange visits between inner-city and suburban schools for joint activities such as roundtable discussions on various local and national problems; and other activities.

The accent on fine arts as part of Rochester's massive Title I program is concentrated in Art Action Centers. In six selected inner-city schools, planners have set up classes complete with kilns, potter's wheels, carving tools, and other crafts equipment. Six crafts and sculpture teachers have been hired and materials have been purchased to enable more than 1,000 children to work with three-dimensional materials such as wire, clay, and wood. The number of youngsters involved and the time allotted in each school vary widely. In one elementary school, some children attend the class once a week for three hours. In a second, the children attend five days a week for one hour each day.

Others spend just one hour a week or attend two 40 minute classes a week.

Of all the City's Title I projects, this one, costing less than three percent of the total allocation, has created the most excitement. The teachers are very enthusiastic and have a store of anecdotes with which to amuse and impress other staff members.

One teacher recalls a non-verbal second grader who was referred to the Art Action Center by her classroom teacher. The art teacher tried to stimulate the child by giving her some crayons and paper. At the end of the first class, she complimented the youngster and sent her home with the materials. The following morning before the other children had arrived, the teacher found the youngster waiting at the top of the steps with her finished drawing, eager to *tell* the teacher about the work she had done.

Other projects that have some emphasis on the fine arts or on the humanities include inter-city bus trips, bookmobile and artmobile services, increased provisions for field trips, and, with Title II funds, the development of instructional material centers in three inner-city elementary schools. These material centers will offer children a wide selection of books, as well as film strips and slides of great paintings, maps and charts, tapes and records, poetry readings, plays, movies for group or individual viewing, story hours, book talks, concerts, readings, recitals, and panel discussions.

A Title I project in one target high school, "Strengthening Instruction in Composition," provides for the hiring of additional English teachers to give the entire department more time to discuss and implement special ways for helping their educationally deprived students.

Wire racks for paperback books have been placed at the rear of each English classroom and feature adventure novels and outstanding biographies, as well as classic literature. Students may choose any book they desire and simply sign out for it before they leave. They may use the books as long as they wish.

Even students who had previously expressed no interest in reading, and who have used the school's library only when classwork demanded it, are now choosing paperback books regularly. It is becoming more and more common to see students carrying paperbacks along with their regular texts. Many youngsters viewed their study hall periods as a necessary evil before the paperbacks were made available. Now, according to teachers, they view them as an opportunity to read another few chapters from a book they have chosen.

Rochester's well-rounded Title I program also includes new nursery school classes; expansion of nursing services; learning skills centers for the emotionally handicapped; English for the foreign-born; a program to improve attendance in inner-city schools; in-service teacher training; psychological and social work services and a remedial reading program for area parochial schools; a pupil transfer program; a project that, with the addition of 36 teachers to the staff of six inner-city schools, allows three instructors to work with each of two classes; and elementary counseling. □

NEW BOOKS AND LIBRARY SKILLS

Columbia, South Carolina

The Columbia School System, South Carolina, has maintained library programs in *all* its elementary schools for many years, and even those youngsters in the City's poorer neighborhoods, who are considered educationally deprived, have regularly taken books out of their school libraries. However, unlike schools in more advantaged areas where assistance from active parent-teacher groups enables libraries to achieve State standards of eight books per child, some of Columbia's schools, mostly in Negro communities, have been faced with the overwhelming problem of meeting the reading needs of enthusiastic children with as little as two books each. Many of these books, worn and frayed from long use, are now being replaced. Those that can still be used are being reinforced with thousands of new titles in a massive effort to bring 14 substandard elementary school libraries up to State accreditation level. Ambitious efforts to improve reference and study skills complement this library improvement program.

In addition to Title I support for improving elementary school libraries in low-income areas, funds available under Title II of the Act are being used to purchase one additional book for each child in the entire system. With support from both programs, it is hoped that the Columbia libraries will rank among the country's leading school libraries.

Choosing the books, a long and involved task, was accomplished by conferences between librarians and teachers in the target schools. They carefully considered the titles, keeping in mind the need for integrated situations and stories with which the children could identify.

In addition to giving youngsters in these schools greater selectivity in their reading, the Columbia project allows school librarians to greatly expand their library programs. Teachers will be able to schedule weekly visits to the library and special programs will be conducted. For the younger children, there will be story telling and discussion to develop communication skills; for the older children, the emphasis will be placed on having them give oral book reports to their classmates.

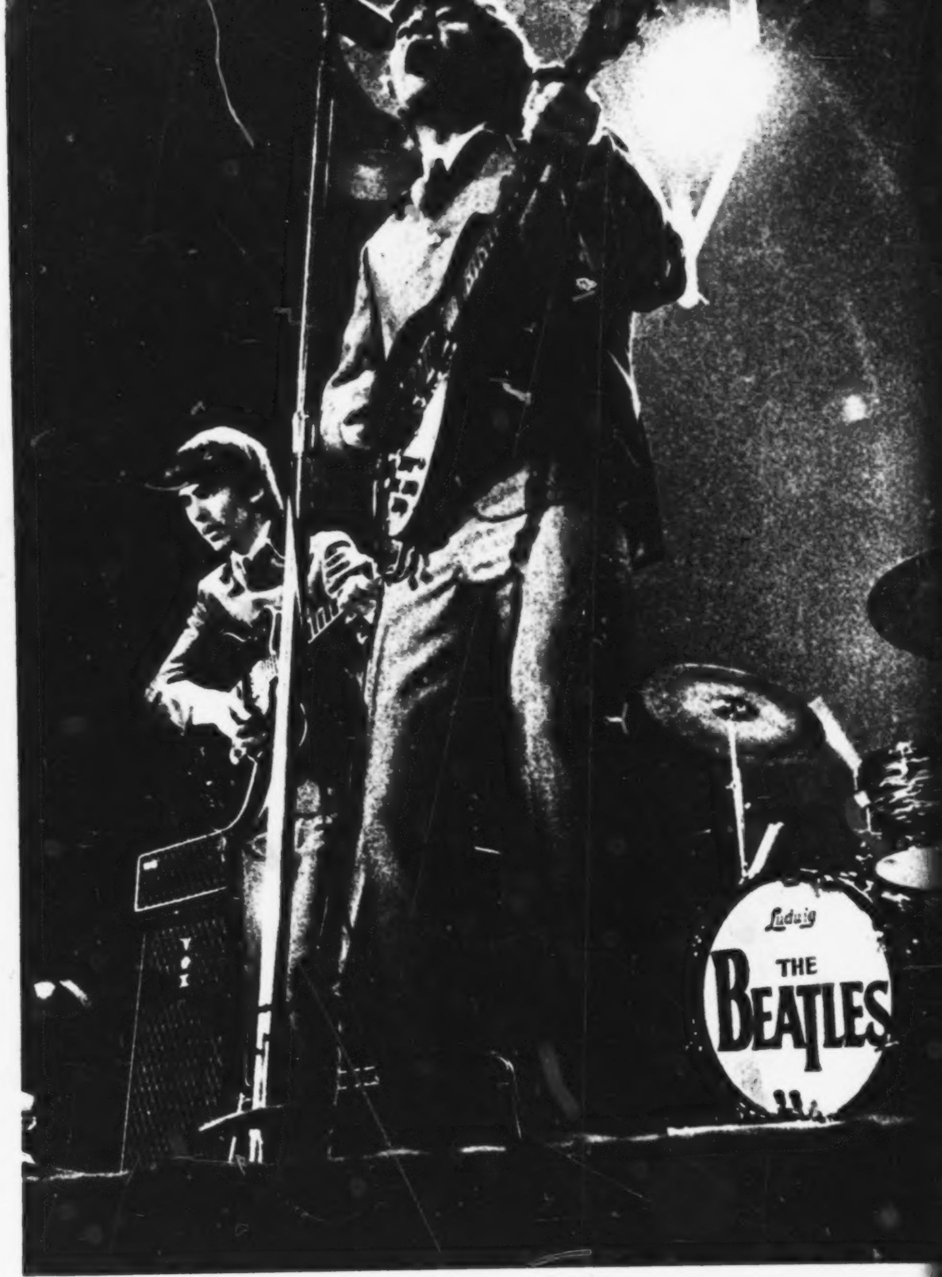
Youngsters will now have the opportunity to visit the library on two scheduled occasions each week. School personnel are sure that this increased library usage will bring about an extension of the library hours.

One of the most exciting aspects of this program is the possibility that these libraries may remain open throughout the summer. Along with an inexpensive recreational program on the school grounds, this can further help disadvantaged children to achieve their educational potential.

In addition to the library services, the youngsters are receiving improved personal services—including lunches and basic clothing—textbooks and instructional materials, and a strong program in physical education. The total program is addressed to 6,000 of the school system's approximately 15,000 pupils at all grade levels. The library project involves over three thousand elementary-grade public school students and also provides for educationally disadvantaged private school students. □

TEACHERS, TOO, MUST LEARN

Atlanta, Georgia



"Little Child, Little Child,
Little Child, won't you dance with me.
I'm so sad and lonely
Baby take a chance with me
If you want someone to make you feel so fine,
Then we'll have some fun
When you're mine, all mine.
So come on, come on, come on,
Little Child, Little Child,
Little Child, won't you dance with me
I'm so sad and lonely
*Baby take a chance with me."**

This simple and repetitive verse, one of the Beatles' hit songs, was not being rock-and-rolled to by teenagers at a local soda fountain. The scene was an in-service training program for specially chosen Atlanta, Georgia, teachers undergoing intensive preparation for a Title I remedial reading program.

The instructor was preparing these "lead reading teachers" to share their new proficiency with faculty members in the City's deprived neighborhood schools and to give special remedial work to small groups of poor readers. She repeated the song to her adult students to show them how hit songs can be used in remedial work, and, at the same time, how materials can be geared to the students' interest.

However questionable the use of Beatle materials may be, this instructor has found that her students build up reading proficiency with an enthusiasm never before imagined. In addition, by preparing other materials with a Beatles' theme, she has made considerable progress with youngsters who have serious reading problems. In fact, the children enjoy these materials so much that they "steal" the mimeographed sheets and, after continual readings, have them memorized.

Atlanta school officials have long realized the need for trained teachers in remedial reading, especially in the disadvantaged neighborhoods where many students are three to four grades behind when they reach secondary school. They also wanted *all* their teachers to have some knowledge of remedial reading techniques applicable to their subject areas. Accordingly, Atlanta school officials have inaugurated a program whereby these specially trained lead reading teachers are assigned to selected schools in order to train faculty members and to work with students.

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* Quoted by permission of the publishers, Northern Songs, Ltd., Copyright © 1963.

The school system has taken on this additional responsibility of training their teachers primarily because area universities are not geared for the massive job of special training in remedial work. It is anticipated that by the end of the school year many of the lead teachers will have gained enough experience and proficiency for certification. There are also realistic hopes that the school system will take the initiative in placing a few of them on university faculties in a cooperative program to provide the college courses so desperately needed in this area.

The Atlanta youngsters to be served by the remedial reading program attend those 40 elementary schools in areas of concentrated economic deprivation which have the highest percentages of fourth and sixth grade pupils who read below grade level. Twenty-seven of the 40 schools have absentee rates ranging between 10 and 20 percent. Seventeen of the schools account for between 5 and 15 percent of the school system's failures.

The first job of the lead teachers has been to examine test scores of an entire school and decide how to implement a remedial reading program for the students who need these services. They also make individual diagnoses to determine which remedial approach is most appropriate and how to group the youngsters. Faculty members in several schools are now attending special classes conducted by these teachers, and "floating teachers" have been hired to take the place of entire faculties in training during school hours. Having a lead reading teacher work with entire faculties, rather than a few teachers at a time, enables a school to gear a remedial program to its individual problems and insures full faculty involvement in the program.

Four communication skills centers established with Civil Rights Act funds are located within poverty pockets. Lead reading teachers will utilize these facilities in their work with both students and classroom teachers. There, they will familiarize the teachers with the modern techniques of teaching reading. In addition, each target school will be furnished with services and equipment for a reading center.

The central facility will be used by the lead reading teacher to conduct small group instruction. A materials center, accessible to the entire faculty, will contain reading equipment and written materials to be used by the faculty members when they return to the classroom after completion of their inservice training with the lead reading teacher. Librarians will aid the lead teacher in explaining the operation of the equipment.

Specific objectives of Atlanta's complete program, which will directly affect about one-third of the entire school population, include:

improving the communication and linguistic skills of pupils;
upgrading the competencies of teachers by further developing skills in teaching reading;
increasing the effectiveness of the overall instructional program;
promoting teachers' understanding of the sociological, psychological, and anthropological aspects of cultural deprivation;
improving the attendance of pupils;
producing closer school-community relationships;
providing supplementary instructional services;
relieving professional personnel of nonprofessional duties by hiring teacher aides. □

HOME-SCHOOL PARTNERSHIP

Richmond, Indiana

Work with disadvantaged youngsters can never be fully successful unless there is understanding and cooperation between the home and the school. Even though local systems must use Title I funds for projects "designed to meet the special educational needs of educationally deprived *children,*" many are using part of their funds for programs that include *parents.*

Acutely aware of the need for good home-school relationships, especially with low-income families, Richmond, Indiana, school personnel have implemented a home-school Title I project. Consultants, whose attention is directed principally to the students, have an additional responsibility to work with parents. By counseling the parents and instilling in them positive attitudes toward schooling, school administrators hope to bring their educationally deprived youngsters up to potential as well as solve a major problem: the high incidence of absenteeism and tardiness among these children.

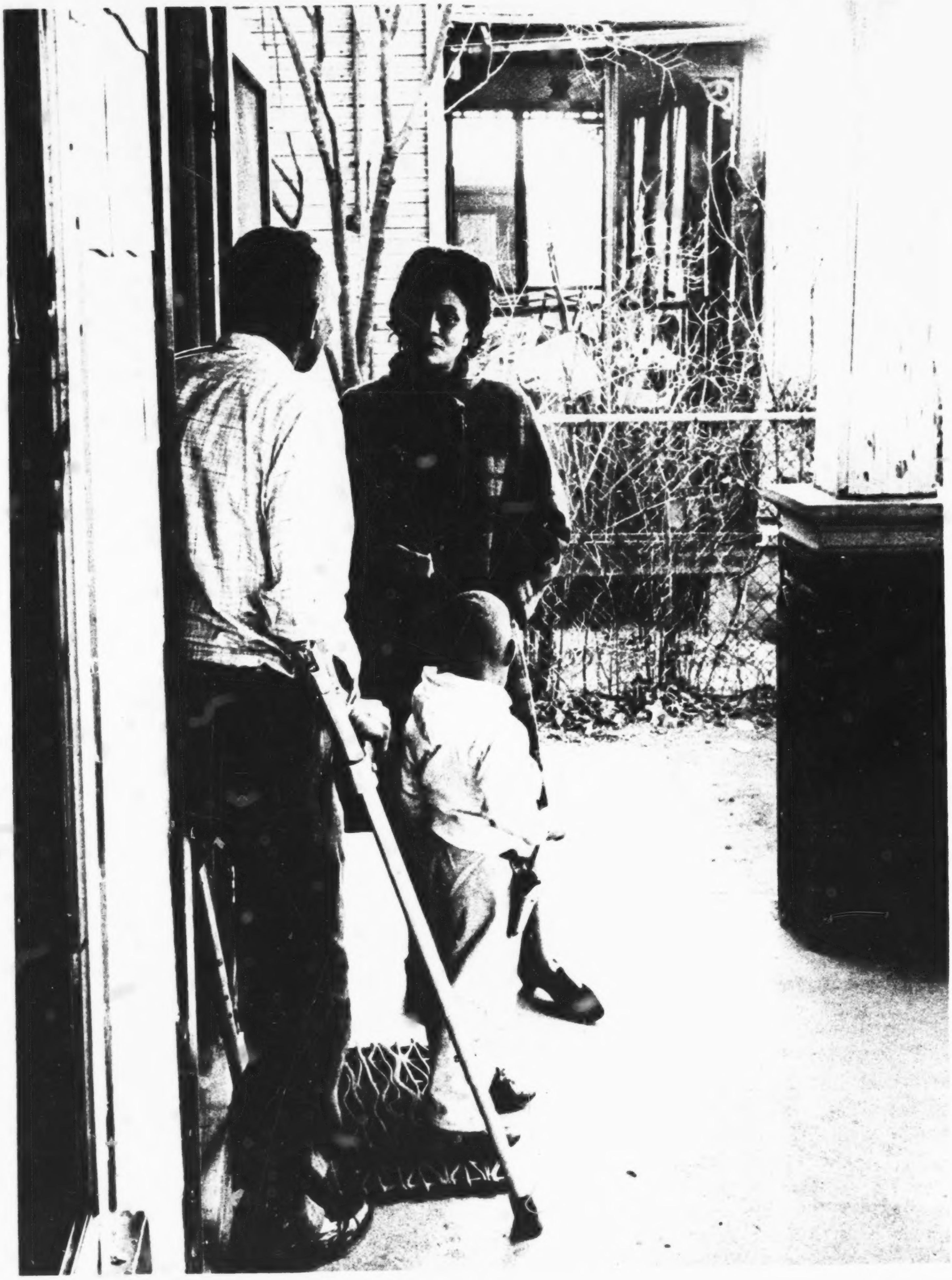
The project serves approximately 700 children in 12 schools and is designed to "extend the positive influence of sound education and all its benefits into the low-income homes and to increase the schools' holding power and effectiveness." The school people are certain that improved family attitudes and regular school attendance will result in a "basic academic uplifting."

Children with learning difficulties brought on by emotional and social problems have regular sessions with the counselors, often with the parent in attendance. Private talks between parents and counselors build rapport and enable counselors to gain insight into the home situation. At these sessions, the school specialist conveys to the parent an understanding of the importance of changing negative attitudes and detrimental situations in the home. Parents are given information about the child's problems at school and an opportunity to interpret these problems. As soon as the parent responds to these interviews and achieves an understanding of the school's role and the importance of education, he is invited to join a parent-teacher-social worker team which seeks to help the child. The parent is told that the effectiveness of such a team depends on an agreement as to what each member can and will do.

The counselor also serves as a liaison between the family and the teachers of the youngsters and reports periodically to the teacher on the progress of both the child and the parent.

Once the counselor feels that the child and the parent no longer need her services and that she has effected a meaningful relationship between the parent and the classroom teacher, she steps quietly out of the picture. If parents or children need more intensive services, they are referred to community agencies.

The home-school consultants will also work directly with the principal of each participating school and will be responsible for pre- and post-testing in the areas of attitudes, social adjustment, and achievement so that comparative studies may be made. □



GREATER RESOURCES FOR THE HANDICAPPED

Phoenix, Arizona

Janet and Jean Ann, second grade youngsters in a Phoenix, Arizona, school, were born with two strikes against them: mental retardation and poverty. A third strike that could have resulted in two wasted lives may be eliminated. They were in a crowded classroom, where the teacher had barely enough time to see to the needs of all the other children, let alone the special needs of these two eight-year-olds. The two girls sat through their lessons passively. At playtime, they took each other's hand and quietly observed the merriment of their classmates, strangely resigned to the fact that somehow they were different.

Janet and Jean Ann spent two years in the first grade, then moved to the second grade because school officials did not want them to feel conspicuous among youngsters who were smaller. A year ago, the psychologist and teachers recommended that they be placed in a special class, but lack of funds and space made this impossible.

These two girls, along with 75 other mentally retarded children in the school district, are now attending special education classes funded under Title I.

Five portable classrooms have been leased for these special education classes, and a speech therapist, five teachers for the mentally retarded, a psychologist, and a social worker have been hired. These specialists will be able to meet the educational needs of Janet and Jean Ann and the other mentally retarded, but educable youngsters. Classes are small and attention is given to speech defects, hearing and sight impairment, and psychological and emotional problems of the physically handicapped and homebound.

Teachers will work closely with the psychologist, social worker, and two specially hired art teachers. In classes limited to 15 students, they will teach these youngsters how to take care of themselves, encourage them to achieve their educational potential, and give them specialized training.

The creation of this special education staff will also benefit more than 150 others who are in need of these services. This new program is just a beginning, however, and it is hoped that in future years all the Janets and Jean Anns who need to be in special classrooms with specially trained personnel will be given help. □

PUBLIC AND PRIVATE SCHOOL STUDENTS PARTICIPATE

New Mexico, Minnesota, Michigan, Kansas, New York, Indiana, Pennsylvania, and Arizona

A Sister from the Santa Rita Catholic Mission sat in the front seat of a Carrizozo, New Mexico, municipal school bus and excitedly talked about the wonderful things that had taken place since her students began to participate in a variety of new activities started by the public school district. As she glanced back at her 50 students, her face reflected the sadness of past days when she would dismiss her youngsters for lunch and then helplessly watch them from the window as they aimlessly roamed the church and school grounds waiting for afternoon classes to begin. For many of her pupils, there was no lunch at home. Suddenly, her face brightened. She knew that those memories were being replaced by the scene she was about to see: those same children sitting down to a hot and nutritious noon meal in the public school cafeteria.

In CARRIZOZO, joint Title I activities were developed at a meeting of public and Catholic school officials. There, the public school superintendent had expressed deep concern over the education of Santa Rita elementary school students who "are future students in Carrizozo Municipal High School, as well as future adult citizens of our country." The warm and mutually rewarding cooperation between public and private schools in the Title I program has enabled them to work out jointly the problems of educating all their disadvantaged youth.

As a further part of its Title I program, Carrizozo Municipal School District has included private school youngsters in a new music program for the disadvantaged and is giving deprived parochial school students needed health services.

Making new Title I services available to private school students in the community has produced similar rewarding relationships in many other school districts where, prior to ESEA, public and private schools concerned with identical problems lived in two different worlds. Here are a few examples of various Title I services that are being extended to private school students.

Attendance Services

Private school children—nearly 500 of them—are participating in a MINNEAPOLIS program to reduce school absenteeism. There, a $434 thousand Title I project, which benefits a total of approximately 2,000 children, provides the services of a group social worker and of a home visitor to the private school youngsters.

Remedial Reading

In DETROIT, over 1,000 private school children are taking part in a $1 million Title I catch-up reading project, which involves a total of 5,400 children. Private school pupils who need the supplementary counseling, psychological, and medical services also included in the program, are transported by bus to and from the three public centers where these services are offered.

Enrichment Programs

After school library programs, music instruction, dual enrollment reading projects, educational television, and the services of speech specialists are open to private school pupils in ALBUQUERQUE, New Mexico. There, the Title I program, costing nearly $706 thousand, includes more than 1,000 private school students among the nearly 6,000 participating youngsters.

Speech Correction

Nine private school pupils and 79 public school pupils participate in a speech therapy project in LITCHFIELD, Minnesota, which is supported by over $6 thousand in Title I funds. The public school in which the instruction is offered is just a block away from the private school.

Comprehensive Programs

A broad Title I program in WICHITA, Kansas, serves over 1,000 private school pupils out of a total of nearly 24,000 participants. Their participation is as extensive as the program and includes: snared time enrollment for remedial help, art tours and scholarships, theater productions, and field trips; junior high shops; mobile music laboratory; milk and crackers; nutritional advice; and dental, medical, and psychological services.

In ROCHESTER, New York, nonpublic school children are participating in five of the city's Title I projects. The services extended to them include: English language instruction for non-English speaking children, speech and hearing therapy, bookmobile services, use of a mobile art gallery, and field trips.

In SOUTH BEND, Indiana, Title I funds have been used to hire specially trained, instructional resource teachers for remedial reading work and counselor-social workers to serve 13 public and eight private schools in the community. ALTOONA, Pennsylvania, school administrators have placed part-time teacher aides in private school classes having large numbers of disadvantaged children, and in TUCSON, Arizona, in-service teacher training seminars during the school year, plus University of Arizona summer programs for teachers of educationally deprived, will include nuns from the city's private schools. □

COMMUNITY ACTION AND TITLE I: A JOINT OFFENSIVE

Tampa, Florida; Waco, Texas; Cambellsburg, Indiana

The Elementary and Secondary Education Act has come to the rescue of thousands of Head Starters across the country. Because of the increased expense of operating such programs during the regular school year, numerous community action groups and school officials who had wished to continue Head Start activities were faced with obstacles such as inadequate funds to support the necessary educational and health follow-up programs; lack of classrooms; and no transportation for their youngsters.

Programs in three communities—Tampa, Florida; Waco, Texas; and Cambellsburg, Indiana—illustrate how a number of school systems, in harmonious cooperation with their local community action agencies, have resolved such problems with Title I funds.

Year-Round Kindergarten, Tampa, Florida

Tampa, Florida, Head Start youngsters now have moved off the stages of a number of elementary schools and out of several old buildings considered "firetraps." Joined by more than 500 other pre-schoolers, they are now participating in a kindergarten program in 35 well-lit and spacious mobile classrooms purchased with Title I funds.

A successful summer program for more than 1,000 children had prompted school officials to continue the kindergarten program on a year-round basis, but the classrooms, empty in summer, were at capacity with the regular school program on double sessions. The program had been started, however, with 250 of the youngsters in classes conducted on elementary school stages, in small, cramped, and inadequate schoolrooms, and in three rooms acquired from the city government. For more than 500 additional youngsters—plus another 200 on a waiting list—there had been no space available and school officials told disappointed parents the children could not enroll.

Compared to the cost of building enough permanent classrooms to house their program adequately, the mobile rooms purchased with Title I funds were a bargain. And, because of the unsettled habits of the unskilled laborers who head approximately 30 thousand poor families in Tampa,. these facilities were also an ideal solution to the problems of a migratory population. At a cost of $8 thousand for each unit, the 24′ x 32′ mobile rooms have been placed on the grounds of elementary schools in deprived neighborhoods. These locations allow the pre-schoolers to take advantage of lunchroom, library, sanitary, and other facilities of the adjoining schools.

The Office of Economic Opportunity has funded an "enriched school readiness" program that teaches the youngsters clear language. They will learn to understand and follow directions; to work quietly and with concentration for a reasonable period; to communicate verbally; and to conform to acceptable standards of behavior, hygiene, and personal habits. These children also will gain a broader scope and flexibility of mind through their new experiences in work, play, and on field trips and through contact with knowledgeable, competent, and interested adults.

Each class of 20 students has a qualified teacher, a teacher aide, and two Neighborhood Youth Corps workers. Using a team teaching approach, this pre-school program also includes home and family team members, whose responsibility is to evaluate the home situations, coordinate the program with public service and volunteer agencies, and work with parents and siblings of Head Starters so that the home environment may complement the work being done in the school.

Follow-Up Program, Waco, Texas

Almost 1,300 miles to the west in Waco, Texas, graduates of a summer Head Start program are now getting guidance and enriched instructional follow-up services that, it is felt, will give them the equal educational footing they desperately need. The ten-month program will also provide these first graders with health services, the need for which was made obvious during the summer program. Many need tonsillectomies, and several will have to have hernia operations. A number of the youngsters are in need of extensive dental work, and there are others who have orthopedic problems. A few already are proudly wearing glasses and hearing aids bought with Title I funds. Through special arrangements with local medical and dental associations, these services are being provided at greatly reduced costs. Counseling sessions also will be conducted and many children will receive the clothing and food that they do not get in their homes.

Waco school administrators also have followed through on the needs of disadvantaged students for special instruction. Placing teacher aides in 12 elementary schools located in deprived neighborhoods allows classroom teachers to devote more time to individual students. The instructional program also has been strengthened through the installation of listening stations, equipped with phonographs, tape recorders, and ear phones, in each of the first grade classrooms for small group instruction; the acquisition of filmstrip machines; and institution of a battery of testing programs to properly evaluate both the youngsters' performance and the program.

In addition to the Head Start follow-up program, Waco's initial expenditure of Title I funds also will provide an intensified program in reading and language arts skills for children in grades 3-6; a substantially improved program for over 600 special education students; and an eight-week kindergarten program next summer. In addition, school personnel will implement an improved home-school relations program based on an unexpectedly enthusiastic response from parents whose children were in the summer Head Start program.

School Bus, Cambellsburg, Indiana

Transportation problems for Head Starters in a third community—Cambellsburg, Indiana—have been resolved through the purchase of a $7 thousand school bus with Title I funds. The Lawrence, Orange, and Washington counties community action program, known as "LOW," is furnishing the teachers, materials, and transportation operational costs for the project.

The bus enables youngsters to attend remedial reading and mathematics classes located in different schools without putting a strain on the transportation needs of students in the regular school program. According to present plans, the bus will operate year-round, since it will also provide transportation in the summer for special remedial programs and a Head Start project. □

Monday's child is fair of face,
Tuesday's child is full of grace,
Wednesday's child is full of woe,
THURSDAY'S CHILD HAS FAR TO GO,
Friday's child is loving and giving,
Saturday's child works hard for a living,
But the child who is born on Sabbath day
*Is bonny and blithe and good and gay.**

* Quoted in a California Title I application.

ON THROUGH THE SUMMER

Tulare City, California; Minneapolis, Minnesota; Jeffersonville, Indiana; Tucson, Arizona; and Clovis and Magdalena, New Mexico

For most of the country's "Thursday children," summer is a time of sun, freedom, and easy fun—a period of pardonable idleness when the business of the three R's comes to a sudden stop and all thoughts of school are quickly dismissed. *But for the Nation's disadvantaged children who have "far to go," the summer has been a time of standing still!* For many, this summer will be a time of moving ahead.

Educators across the Nation, charged with the challenging responsibility of bringing disadvantaged youngsters up to their intellectual capacity, have been looking to the summertime as the obvious time of the year to give these children both the attention and the experiences they need.

Numerous school administrators understand and accept the importance of relieving these students from the full academic rigors of the regular school program and are imaginatively solving the problem by weaving the constructive aspects of a recreational program with needed catch-up studies. In short, they have developed summer programs that will enable the educationally disadvantaged students to move forward and close the large gap between them and other more fortunate youngsters their age.

A number of school systems across the country are now making arrangements to begin summer projects with State-approved Title I funds as soon as the school year ends.

An Educational Excursion

TULARE CITY, CALIFORNIA—Sixty children will participate this summer in a ten-day educational journey to many California areas of scenic, scientific, historical, and vocational interest. The use of a school bus and a cooking truck will be available to these youngsters who, for the first time, will be able to visit such places as Sutter's Fort, the State Capitol, Sonoma, the Jack London home, the cyclotron at the University of California in Berkeley, San Francisco's Chinatown, the Monterey Peninsula, and the San Juan Batista State Park. Patterned after a Rosenberg Foundation experimental program of last year, this Title I project is preparing the youngsters for their exciting summer adventures by taking them now on weekend trips to additional points of interest. In addition, when school ends, they will spend the two weeks prior to their departure in planning, study, and research. After they return, an additional two weeks will be spent on evaluation, discussion, and study of the trip.

Most of the fifth, sixth, and seventh graders, divided into one all-boy and another all-girl group, were selected on the basis of economic and educational deprivation. However, school officials have also included 20 children from middle-income families who will pay their own expenses. "The reason for deliberately including . . . [these] . . . children," they note, "would be to provide carefully planned social situations which will give children from a variety of social, economic, and ethnic backgrounds an opportunity to live together in a group environment; to work and study together, to play together, eat together, sleep together and, in short, have a total experience of living with those who are different from themselves." In addition, the project is expected to provide many opportunities for the children to develop and improve their research, study, and language skills.

Learning a Foreign Language at Camp

MINNEAPOLIS, MINNESOTA—Because the home and community background of many Minneapolis students has not given them the motivation to study a foreign language, this city's Title I planners have conceived a plan for a residential summer camp for 80 seventh, eighth, and ninth grade students attending four junior high schools in low-income neighborhoods. The camp will hold two two-week sessions, each for 40 students, and will feature language instruction in conjunction with such familiar camp activities as flag ceremonies, games, songs, folk dancing, talent shows, films, and arts and crafts. The youngsters will also have the opportunity for study and conversation in a selected language during meal-time and during a recreational program which will introduce sports of many countries. Both small and large classes will supplement the informal activities.

Recreation and Remedial Reading

JEFFERSONVILLE, INDIANA—"Reading for pleasure" is one of the major emphases in this innovative Title I project for approximately 120 children. The seven-week program in remedial reading will be conducted for youngsters in three target area schools. Classes, limited to 15 pupils, will be held four days a week. Jeffersonville school officials propose that each of the two-hour classes devote time to personalized reading, word attack and word meaning, oral reading by the teacher, preparation of short stories, and the development of comprehension skills in oral language and silent reading. On Friday of each week, the students will make field trips to area parks, zoos, museums, industries, and military installations. During the final week of the program, it is hoped that the children will participate in camp experiences, such as preparation of the noon meal, including planning the menu and purchasing the groceries. They will also participate in directed play activities and plan a final party. The youngsters will be encouraged to keep a record of their experiences.

Objectives of this program include: "to ascertain the capacity and performance level of each pupil and to help him attain a performance level commensurate with the level of his capacity; to help the under-achiever-in-reading to maintain and to increase the level of reading achievement he has attained during the school year; to keep these under-achievers engaged in recreational reading during the summer; and, to make interesting, stimulating experiences available to these children so they will have some real motivation for expanding their communication skills of listening, speaking, reading, and writing."

Camping and Other Activities

TUCSON, ARIZONA—A ten-acre site in the Tucson mountains—located, according to school officials, in "virtually untouched primitive surroundings, yet only five miles by paved highway from the poverty areas in our community"—will be developed into a camp this summer for disadvantaged children. Title I funds, together with local funds, will be used primarily to provide sanitary facilities and inexpensive shelters and to develop trails through a 400-acre area, adjacent to the camp site, that overlooks the city. The camp already has access to water, gas, and electricity.

The program is designed to provide "special additional experiences rarely enjoyed by disadvantaged children. We will strive to stimulate growth in the humanities and sciences . . .," school officials state. "We hope to give more children the opportunity to develop independence and initiative; to increase the communication between pupil and teacher and between pupil and pupil; and to help the child build a more positive concept of the world about him."

Disadvantaged youngsters enrolled in special education classes and in parochial

schools will be eligible to participate in this project, which features short field trips, programs in nature study, physical education, art, overnight camping, plus many more activities.

Summer School Classes

CLOVIS, NEW MEXICO—Educationally disadvantaged children living in low-income areas in this town on the eastern border of New Mexico now will be able to attend summer school classes for the first time. With Title I funds that total over $20 thousand, Clovis school officials are going to hire additional teachers, buy needed additional materials, and give tuition grants to those students who desperately need the advantages of an extended school program.

Classes for senior high students will cover the usual subject areas, physical education, and remedial reading. A summer theater program will also be included. Junior high pupils will be able to catch up in English, reading, and arithmetic and will take special social studies courses and driver training. Basic skills will be emphasized at the elementary school level and classes will be scheduled in such a way that a student may participate in the entire session or only a certain block of it. Classes will be of a minimum size to facilitate individual instruction, and a qualified counselor will be available to work with all children enrolled in the program. School officials plan to schedule more classes, if necessary, and are working on various informal activities to increase the appeal of the entire project. There will be an "absence of competition," school officials insist, and a major emphasis on enabling these children to attain the successful educational accomplishments they have been unable to achieve in the regular school program.

Mobile Language Arts Classroom

MAGDALENA, NEW MEXICO—The majority of students who attend school in this district live on an arid 52,500-acre Alamo Indian Reservation. Poverty is a way of life there, with residents earning poor livings as seasonal laborers on nearby farms or on farms in the Rio Grande Valley. School officials say the diet of these people consists of "pinto beans, mutton, and tortillas supplemented by vegetables from meager garden patches, if the growing season is favorable." The burdened life of the Indians has had an obvious effect on the educational success of their children. In the entire history of these Alamo people, only two girls and three boys have graduated from high school. The remainder left school, mainly because continuous failure kept them consistently behind other students. Withdrawal from school was also prompted by family need for the additional income that their children's labor would bring.

In addition to using Title I funds for a comprehensive remedial program this school year, school administrators in Magdalena will take advantage of the long summer months to allow these Indian youngsters to catch up in their academic work. Since families are widely scattered on the large reservation, the school system is purchasing a mobile classroom to move from settlement to settlement and offer remedial language arts and mathematics instruction on a weekly basis during the summer. Summer classes will include metal crafts, music, and health and physical education. Coupled with a variety of new programs during the school year, school people feel confident that these special summer projects will "double and redouble the number of [Indian] students graduating from high school." □

THE STATES REPORT

President Johnson, signing into law the Elementary and Secondary Education Act appropriations, said that in reaching out to "5½ million children held behind their fortunate schoolmates by the dragging anchor of poverty . . . we strengthen the foundation of each school in every community of this nation . . . [and] preserve an educational system that is based on state and local leadership." Addressing educators throughout the Nation, he added, "The main task now lies with local school boards, with the parents, with the teachers, with State school superintendents, with the State education commissioners. You bear the responsibility for translating this law into the vitality of our country's education system."

During the months that followed the President's message, school systems across the country rose to the challenge. After spending long days identifying the educationally disadvantaged children to be served, determining their needs—as required by the legislation—formulating the best plans to serve them, and writing and re-writing these plans into sound programs, local school administrators submitted their projects to State departments of education. Then, following approval, came the exhausting tasks of recruiting staff, readying additional space, and completing the thousand and one details necessary to put new programs into effect.

State education administrators, in meeting the challenge, had their problems, too. Besides recruiting additional personnel to carry out State functions, they had to delineate State policy and procedure on Title I, establish evaluation procedures, disseminate information, and, most important and time consuming, maintain liaison with their local educational agencies (LEA's).

Four months following the President's September speech, at midstream in Title I's first year, 37 States expressed their opinions, problems, and reactions regarding the implementation of the legislation, with the ultimate aim of smoothing out problem areas before State and local school people began work on the second phase of this three-year program. The major LEA problems reported by the States include: interpreting and applying the intent of the Act; defining attendance areas; recruiting personnel; and evaluating programs.

About 80 percent of the States reporting indicated that during the first few months many local educators had the impression that Title I funds could be used to improve educational services for all their children rather than to support special programs for youngsters from low-income families. One State, for example, reported that "much of the initial information relative to the Elementary and Secondary Education Act received by school administrators was out of context. Trade publications, news reports, professional journals, and rumor contributed to a distortion of the intent of the Act." Others expressed similar opinions.

Initial misunderstandings led local educational agencies to submit non-approvable projects. During the first few months, therefore, State personnel had to reject programs whose main purpose was the construction of facilities or the purchase of equipment. They also rejected teacher-centered programs and those aimed at general improvements within the school system. Many local school districts, as one State commented, labored under the "misconception that the program is for the school rather than the students," while others said that, too frequently, their districts seemed to feel that this was a chance to "get what they had wanted for the district. The needs of the children in question were ignored."

According to State personnel, local educational agencies also faced difficulties in determining the low-income attendance areas to be served. Approximately one-half of the States indicated that census data—one of the bases on which LEA's frequently rely—did not prove as helpful as expected because school district boundaries often bore no similarity to the census tract perimeters. Population shifts since the last census, taken in 1960, also caused discrepancies in data used to determine low-income attendance areas, especially in the faster growing States. Georgia's remarks are typical of comments by many other States on this problem. State administrators there said a major problem has been in accurately determining and ranking the attendance areas with high concentrations of children from low-income families. "We have found no really satisfactory method for doing this job as it should be done."

Nearly every State reported difficulty in recruiting personnel, with a majority attributing this problem to the lateness of Congressional approval of the Title I appropriations. They experienced particular difficulty in finding such specialists as guidance counselors, librarians, health personnel, remedial reading teachers, speech correctionists and other special education teachers, and kindergarten teachers. In addition, approximately one-fourth of the States said they still needed more elementary and secondary classroom teachers.

Evaluating Title I programs seems to pose another major problem for local school administrators. "Local districts lack, in many instances," said South Carolina, "any valid baseline data against which improvements, beyond simple counting techniques, can be measured. Title I is pointing out the necessity for increased sophistication in measurement at the local level . . . and for greatly increased attention to the most basic forms of data collection." They concluded that the problem of evaluation will be a continuing one.

Other problems that local and State personnel encountered include the development of programs for small numbers of children; concern about whether this legislation is a temporary, one year stop-gap or a long-term commitment; conflicts between Federal Title I regulations and State laws; and complaints expressed by some local people of "too much paperwork."

State and local school personnel, however, have been most resourceful in resolving such problems. Misconceptions about the intent of the Act have been cleared up through clinics, workshops, and individual meetings. Some States have established advisory committees and also have employed consultants on various academic subjects and from State governments who make field visits to provide technical assistance in project planning and review. Personnel shortages have been alleviated in some cases by turning to local universities and colleges for part-time assistance. Sub-professionals are being used in the classrooms to relieve teachers from certain time-consuming duties so that they may devote more time to teaching. In South Carolina, housewives are returning to the classroom, and Texas has secured emergency certification for many teachers who are presently completing State education requirements. For assistance with their evaluation problems, more and more local school administrators are turning to the universities. Kansas has hired two noted State University professors to help them do a thorough evalulation of their Title I programs.

In reporting to the Office of Education on their progress and their problems in implementing Title I, the States also have focused attention on two other important areas: the involvement of private school children and coordination between Title I projects and Office of Economic Opportunity (OEO) Community Action programs.

Most States reported that private school officials have been given adequate opportunity to participate in the planning of local Title I projects and that private school representatives were invited to all conferences on Title I services. However, the number of individual children participating in Title I projects, as reported by the 37 States, indicated that out of a total of nearly 1.5 million children, only about 5 percent were nonpublic school children.

All States reported that local educational agencies had established "communication lines" with persons administering OEO Community Action programs. About one-third of the reporting State educational agencies have a Community Action representative in their office and one of their own staff in the Community Action office. Generally, the cooperation between these agencies at the local level has centered around preschool and Head Start follow-up projects. Some local systems are utilizing Title I money to house Head Start activities or to provide transportation for the pre-schoolers. Cooperation has also produced some innovative Title I projects which effectively employ youngsters enrolled in Community Action work-study projects. □

APPENDIX

Table 1. Projects Approved, Maximum Funds Authorized,[1] Funds Obligated, and Funds Obligated as a Percent of Maximum Funds

March 25, 1966
(Thousands of dollars)

STATE	PROJECTS APPROVED	MAXIMUM FUNDS AUTHORIZED	FUNDS OBLIGATED	PERCENT OF FUNDS OBLIGATED
Total, United States and Outlying Areas	14,157	$1,164,529	$794,086	68%
Alabama	108	34,635	24,540	71
Alaska	15	1,798	1,358	76
Arizona	221	10,360	8,299	80
Arkansas	216	22,600	19,897	88
California	1,569	77,975	67,297	86
Colorado	149	9,755	7,562	78
Connecticut	87	7,197	4,275	59
Delaware	14	1,975	1,290	65
District of Columbia	52	5,382	5,382	100
Florida	141	27,479	22,687	83
Georgia	211	37,342	31,406	84
Hawaii	64	2,375	1,992	84
Idaho	154	2,544	2,034	80
Illinois	676	61,112	49,117	80
Indiana	334	18,378	15,712	85
Iowa	752	18,653	12,802	69
Kansas	326	10,595	7,869	74
Kentucky	184	30,131	18,185	60
Louisiana	52	38,344	17,030	44
Maine	331	4,014	2,808	70
Maryland	39	15,249	10,864	71
Massachusetts	85	16,540	4,312	26
Michigan	448	34,735	21,369	62
Minnesota	425	24,530	8,743	36
Mississippi	282	30,894	19,455	63
Missouri	714	29,858	20,800	70
Montana	115	3,756	934	25
Nebraska	197	6,930	3,469	50
Nevada	12	950	650	68
New Hampshire	100	1,452	667	46
New Jersey	575	24,560	23,414	95
New Mexico	196	9,790	9,337	95
New York	610	109,670	64,283	59
North Carolina	150	52,826	41,118	78
North Dakota	240	5,220	2,262	43
Ohio	287	39,186	14,544	37
Oklahoma	720	17,394	16,084	92
Oregon	270	8,232	6,917	84

Pennsylvania	412	55,941	29,754	53
Rhode Island	21	4,040	1,188	29
South Carolina	154	27,479	14,694	53
South Dakota	236	6,937	3,043	44
Tennessee	228	32,206	21,220	66
Texas	750	77,639	69,093	89
Utah	44	2,853	2,819	99
Vermont	109	1,745	1,073	61
Virginia	170	30,619	12,368	40
Washington	516	10,757	10,079	94
West Virginia	95	16,991	12,166	72
Wisconsin	198	18,058	7,467	41
Wyoming	54	1,555	1,146	74
Total, Outlying Areas	49	23,291	17,113	73
American Samoa	0	209	0	0
Guam	4	628	275	44
Puerto Rico	37	21,347	16,366	77
Trust Territories	6	788	223	28
Virgin Islands	2	318	249	78

[1] See Notes below for formula.

Note: Details do not add to totals because of rounding.

NOTES

Maximum Funds Authorized

The maximum funds authorized under Title I for the fiscal year ending June 30, 1966, were based on the number of children aged 5 through 17 from low-income families in eligible school districts. Eligibility of the districts was determined by the U.S. Commissioner of Education on the basis of data provided by the Bureau of the Census.

The formula for computing these maximum basic grants incorporated three factors:

A. The number of children aged 5 through 17 from families with an annual income of less than $2,000.

B. The number of children aged 5 through 17 from families with incomes exceeding $2,000 in the form of aid to families with dependent children under Title IV of the Social Security Act.

C. One-half the average per pupil expenditure in the State for the second year preceding the year for which the computation is made.

Formula: (A & B) x C = amount of the maximum basic grant

Programs for the Handicapped

(Public Law 89–313)

This amendment to the Elementary and Secondary Education Act authorized support for programs for handicapped children whose education is State-supported. The total estimated cost of these programs is about $30 million. By the end of April, tentative allocations totaling about $16 million had been made to 48 States and the District of Columbia.

2

AN ANALYSIS OF 500 TITLE I PROJECTS

In January, approximately 500 Title I projects were selected for detailed review and analysis. The projects from 36 States and the District of Columbia accounted for approximately $52 million and provided services for more than 500 thousand children (see table 2).

Approximately 350 thousand, or 70 percent, of the project children were pre-school through 6th graders. About 5 percent of the children were from non-public schools.

A number of projects provided for activities beyond the regular school day and year. About 60, or more than 10 percent, included activities scheduled before or after school; about 200, or 40 percent, included programs that would operate through the summer.

More than half the projects included language arts and remedial reading classes. Many of them incorporated health and guidance services. Components most frequently supported include:

Projects [1] Number	Projects [1] Percent	Component
295	59	Language arts and remedial reading program
160	32	Health services
155	31	In-service training for teachers
150	30	Teacher and other aides
145	29	Guidance, testing, and counseling
110	22	Educational equipment and materials
105	21	Food services
95	19	Library programs
85	17	Cultural enrichment programs
75	15	Social workers and home visitors
70	14	Programs for handicapped children
60	12	Pre-school and kindergarten programs
55	11	Remedial work in subject areas (math, science, etc.)
55	11	Additional teachers to reduce class size
55	11	Transportation services

The 500 projects reviewed called for more than 9,000 new assignments to staff Title I programs. About 6,200 of these assignments, or a little over two-thirds, were half to full-time. About 3,500, or nearly 40 percent, were for regular and special classroom teachers. An additional 2,400, or approximately 25 percent, required other professionals—counselors, librarians, and supervisory and administrative personnel. The remaining assignments represented nearly 3,300 nonprofessional positions or about 35 percent of the total. These subprofessional positions included about 2,500 teacher aides; these alone comprised about 30 percent of all new assignments.

A breakdown of the new staff assignments follows:

ASSIGNMENT	TOTAL	MORE THAN HALF-TIME	HALF-TIME OR LESS
TOTAL, ALL ASSIGNMENTS	9,110	6,200	2,910
TEACHING	3,470	2,230	1,240
Regular classroom	1,900	900	1,000
Remedial reading [1]	1,220	1,070	150
Special education [2]	230	150	80
Kindergarten	120	110	10
NON-TEACHING	2,370	1,510	860
Counseling	480	420	60
Library	320	260	60
Supervisory	270	60	210
Administrative	250	120	130
Nursing	180	140	40
Psychology	100	60	40
Social work	90	60	30
Attendance	60	50	10
Other professional and technical [3]	620	340	280
NON-PROFESSIONAL	3,270	2,460	810
Teacher aide	2,540	1,990	550
Other	730	470	260

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[1] Number of projects is not additive because projects usually contain more than one component.

[1] Includes language development.

[2] Includes teachers of the emotionally disturbed, physically handicapped, mentally retarded, socially maladjusted, and speech impaired.

[3] Includes other professional and technical assignments, such as physicians, dentists, and those not specified.

Table 2. Projects Approved, Funds Obligated, and Children Participating

(Selected Projects, 36 States and the District of Columbia)

January 1966

(Thousands of dollars)

STATE	NUMBER OF PROJECTS	FUNDS OBLIGATED	NUMBER OF CHILDREN PARTICIPATING
TOTAL	484	$51,967	504,901
Alabama	13	2,652	24,520
Arizona	18	1,059	11,701
Arkansas	18	1,237	11,259
California	20	7,166	38,227
Colorado	9	123	623
Connecticut	8	156	939
Delaware	5	977	4,531
District of Columbia	1	3,912	25,359
Florida	30	4,026	49,506
Georgia	21	5,794	51,551
Indiana	22	1,267	6,557
Iowa	12	273	1,664
Kansas	6	2,071	23,991
Kentucky	6	366	2,467
Maine	29	312	3,108
Massachusetts	3	42	283
Michigan	18	877	5,789
Minnesota	17	1,273	27,609
Mississippi	15	1,321	36,227
Missouri	7	190	2,372
Nebraska	8	825	14,248
Nevada	1	60	190
New Mexico	29	2,421	19,716
New York	1	40	9,296
North Dakota	9	141	1,471
Ohio	5	229	1,566
Oklahoma	32	912	6,702
Oregon	9	416	4,325
Pennsylvania	15	589	11,773
Rhode Island	1	90	186
South Carolina	15	2,787	43,463
South Dakota	17	189	1,267
Texas	27	7,237	47,886
Vermont	13	169	893
Washington	10	257	4,793
Wisconsin	4	365	1,292
Wyoming	10	147	1,551

Addendum

This table contains the latest available data on funds for projects authorized and obligated under Public Laws 89-10 and 89-313. Maximum funds authorized include both maximum funds authorized under Title I, P.L. 89-10 and tentative authorizations under P.L. 89-313. Total funds obligated include funds for approved and substantially approved projects under P.L. 89-10 and P.L. 89-313.

Maximum Funds Authorized, Funds Obligated, and Funds Obligated as a Percent of Maximum Funds Authorized (Preliminary) [1]

May 1966

(Thousands of dollars)

STATE	MAXIMUM FUNDS AUTHORIZED	TOTAL FUNDS OBLIGATED	PERCENT OF FUNDS OBLIGATED
Total—United States and Outlying Areas	$1,180,795	$1,048,934	88%
Alabama	34,769	28,904	83
Alaska [2]	1,798	1,553	86
Arizona	10,521	9,284	88
Arkansas	22,750	20,978	92
California	78,287	73,116	93
Colorado	10,106	8,763	86
Connecticut	7,632	6,083	79
Delaware	2,078	1,852	89
District of Columbia	5,567	5,546	99
Florida	27,890	27,475	98
Georgia	37,495	36,246	97
Hawaii	2,486	2,342	94
Idaho	2,590	2,513	97
Illinois	61,540	56,608	92
Indiana	19,456	17,338	89
Iowa	19,028	16,509	86
Kansas	10,812	9,801	90
Kentucky	30,225	28,317	93
Louisiana	38,505	26,224	68
Maine	4,101	3,571	87
Maryland	15,538	13,827	88
Massachusetts	17,410	11,422	65
Michigan	35,311	31,770	89
Minnesota	25,114	20,222	80
Mississippi	30,952	21,905	70
Missouri	30,215	24,667	82
Montana	3,894	3.674	94
Nebraska	7,083	5,368	75
Nevada	964	845	88
New Hampshire	1,509	1,274	84
New Jersey	25,630	24,915	97
New Mexico	9,973	9,784	98
New York	112,356	101,230	90
North Carolina	53,117	50,041	94
North Dakota	5,509	3,358	60
Ohio	39,477	32,947	83
Oklahoma	17,453	17,100	97
Oregon	8,539	8,010	93
Pennsylvania	57,030	54,920	96
Rhode Island	4,150	3,878	93
South Carolina	27,627	23,028	83
South Dakota	7,035	4,769	67
Tennessee	32,294	31,007	96
Texas	78,104	73,237	93
Utah	2,930	2,920	99
Vermont	1,834	1,676	91
Virginia	30,748	22,995	74
Washington	11,058	10,578	95
West Virginia	17,072	16,382	95
Wisconsin	18,322	14,256	77
Wyoming	1,623	1,288	79
Total, Outlying Areas [3]	23,290	22,614	97
American Samoa	209	7	3
Guam	628	584	92
Puerto Rico	21,347	21,134	99
Trust Territories	788	739	93
Virgin Islands	318	150	47

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1. Includes funds for projects authorized and obligated under Public Laws 89-10 and 89-313.
2. No funds for projects were authorized or obligated under Public Law 89-313.
3. Outlying Areas are ineligible to receive funds for projects under Public Law 89-313.

Note: Details do not add to totals because of rounding.

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